Indiana
Department of Education
PK- 12 Social-Emotional Learning Competencies

Built Upon A Neurodevelopmental Culturally Responsive Framework

Mindset

Collaboration

Critical-Thinking

Connection

Insight

Regulation

Sensory-Motor Integration

Infographic created by Dr. Brandie Oliver, 2018

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Indiana Department of Education

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Indiana Social-Emotional Learning Competencies

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Introduction

The Collaborative for Academic, Social, and Emotional Learning (CASEL) developed five core social emotional learning standards to foster the development of the following cognitive, affective, and behavioral domains: Self-Awareness, Social Awareness, Self-Management, Relationship Skills, and Responsible Decision-Making.

The proposed Indiana Social-Emotional Competencies expand the CASEL standards by adding two competencies built on an educational neuroscience foundation: Sensory Integration and the Mindset. Additionally, they use adapted terminology to describe each of the five CASEL domains (see below).

Indiana Social-Emotional Competencies	Corresponding CASEL Domain
1. Sensory-Motor Integration: the ability to have body awareness and recognize sensations in the body. Gaining sensory-motor integration is an important skill for managing transitions, changing routines, increasing alertness for learning, and improving regulation.	Indiana Specific
2. Insight: the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-esteem, and empathy for others. Insight helps students recognize their own strengths and areas of growth.	Self-Awareness
3. Regulation: the ability to recognize and manage one's emotions. Regulation skills build positive self-control, positive self-discipline, and impulse control.	Self Management
4. Collaboration: the ability to work well with others, including in	Relationship Skills

the group and teamwork environment. Collaboration works to build positive communication and conflict management skills.	
5. Connection: the ability to have strong social awareness, giving students the ability to take the perspectives of others and empathize with people of diverse backgrounds and cultures.	Social Awareness
6. Critical Thinking: the ability to make constructive choices and understand metacognitive strategies to enhance learning. Critical thinking skills build responsible decision-making, analytical, and critical inquiry skills which are necessary to approach learning from an innovative, creative, multicultural, and ethical lens.	Responsible Decision Making
7. Mindset: the ability to demonstrate cognitive flexibility and a willingness to learn. Developing mindset is a critical learning skill for building perseverance, adaptability, self-discovery, resilience, and the ability to receive and give constructive feedback.	Indiana Specific

Mindset
Mindset is the ability to demonstrate cognitive flexibility and a willingness to learn. Developing mindset is a critical learning skill for building perseverance, adaptability, self-discovery, resilience, and the ability to give and receive constructive feedback.

Collaboration
Collaboration is the ability to work well with others, including in a group and teamwork environment. Collaboration works to build positive communication and conflict management skills.

Critical-Thinking
Critical-thinking is the ability to make constructive choices and understand metacognitive strategies to enhance learning. Critical-thinking skills build responsible decision-making, analytical, and critical inquiry skills which are necessary to approach learning from an innovative, creative, multicultural, and ethical lens.

Connection
Connection is the ability to understand and respond to the needs of others. Gaining connections skills leads to effective communication, perspective-taking, and helps develop cultural sensitivity.

Insight
Insight is the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-esteem, and empathy for others. Insight helps students recognize their strengths and areas of growth.

Regulation
Regulation is the ability to recognize and manage one's emotions. Regulation skills build positive self-control, self-discipline, and impulse control.

Sensory-Motor Integration
Sensory-Motor Integration is the ability to have body awareness and recognize sensations in the body. It is an important skill for managing transitions, changing routines, increasing alertness for learning, and improving regulation.

Infographic created by Dr. Brandie Oliver, 2018

INDIANA SOCIAL-EMOTIONAL LEARNING COMPETENCIES
Built Upon A Neurodevelopmental Culturally Responsive Framework

Social-Emotional Learning Competencies: Built Upon A Neurodevelopmental Culturally Responsive Framework

The newly created Indiana Social-Emotional Competencies for students in grades Pre-K through 12, address social and emotional well-being through a neurodevelopmental culturally responsive framework. The foundation for these competencies has been developed from the most current brain research, social-emotional research, and trauma and culturally responsive best practices. This neurodevelopmental model is in alignment with the latest brain research regarding brain development and the fundamental skills of attachment and regulation. If our social and emotional learning outcomes, programs and competencies are to be reflective of the current brain research addressing the severe life disruptions, exposure to trauma, and the increasing unmet mental health needs that are occurring in our student populations across the country, we need to address specific areas of brain development with regard to acquiring these competencies.

Brain development is complex, and even today, we know very little about how individual regions of the brain work collectively through neuronal connections and projections. We do, however, know that human brains are not complete at birth, but, by design, continue to develop throughout a person's life. We also understand that the brain

consists of a hierarchy of three primary systems: the brain stem, the limbic system, and the cerebral cortex.

<u>Interconnectivity and Functions of the Whole Brain</u>

Linda Chapman describes the brain stem functions this way: "The brain stem contains vital areas of cardiopulmonary functions, primary visual and auditory centers, sensory and motor pathways, and areas of neurochemical production."[1] The limbic system is our emotional center and memory formation area. This area works for our survival and can initiate our instincts for fight or flight. The cerebral cortex is our left and right hemisphere, which processes our ability to pay attention, regulate, problem solve, create, perceive, and reason, among other cognitive functions describe in Bloom's taxonomy and Maslow's Hierarchy needs of development. The brain is a social and historical organ and it implicitly remembers experiences innately creating a memory template that holds these early life events, emotions, and visual images.[2] The brain develops not only from back to front, but also from the inside out.

The language of the brain stem is sensation, and if sensations such as discomfort, hunger, touch, and exaggerated emotional responses are not buffered or attuned to in those first few months or years of life, the child or adolescent may need to re-experience those critical earlier missed developmental steps and skills that occur in the brain stem, such as rhythm, movement, and sensory regulation. We have included sensory integration

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[1] Linda Chapman, L. (2014). Neurobiologically Informed Trauma Therapy with Children and Adolescents. New York: W.W. Norton and Company.

[2] Schore, A.N. (2000). Attachment and the regulation of the right brain. Attachment & Human Development, 2, 23-47.

skills in this neurodevelopmental model with interventions such as rocking, balancing, fine motor activity, touch, and temperature regulation which may need to be re-experienced later in life no matter the chronological age of the child or adolescent.

These sensory and motor skills, which are developing in the brain stem, also lead to emotional regulation. Allan Schore argues this attachment process is integral for not only sensory and motor development, but also for developing connections with others, which he sees as the fundamental building block for emotional and behavior regulation needed for learning.[3] If the sensory systems are not developing sufficiently, behavior, emotional regulation, and learning are negatively affected. Before learning and cognition can be developed, children need patterned, repetitive, appropriate developmental experiences to assist them in meeting the needs of all lower brain regions.

Because the brain develops from the bottom up—from the brain stem to the limbic system and then to the cortex—children and adolescents who have been affected by chronic adversity may enter our classrooms with varying levels of brain activation and development. We have seen how many of our students come to school with high levels of adversity and trauma, and we are beginning to realize that their levels of brain development have also been compromised by these experiences. Right now, we have an opportunity to attend to the neurodiversity of our students. We need to meet them where they are in their development and prime their brains for cognition and healthy structures

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[3] Perry, B., & Szalavitz, M. (2006). The Boy Who Was Raised as a Dog. New York: Basic Books.

and functions for appropriate growth and well-being.

These social-emotional competencies and suggested teaching and learning strategies need to align with brain stem, limbic system, and cortical functions of a child and adolescent's brain development. Meeting our students in brain development produces brain states that increase academic performance and social-emotional well-being.

Why Sensory-Motor Integration?

The proposed SEL competencies for the State of Indiana describe interventions for educators who wish to address the social and emotional needs of students at all stages of development. Sensory-motor integration interventions help repair lower brain regions that may have been compromised in students' early years when their attachment processes were developing. These intervention strategies are healthy for all students and provide opportunities for self-regulation through co-regulation throughout the school day. Educational approaches must begin to appreciate the persistent trauma many children and adolescents carry with them. Adverse experiences cause dysregulation of the autonomic nervous system and lead to behavioral and cognitive challenges.

Students who have been impacted by trauma frequently become dysregulated. Too often, they do not understand the "why" behind their own behaviors or have the skills, language, or feeling words they need to articulate their regulation needs. This dysregulation can become frustrating for both students and teachers. By teaching students how the neural circuits of the subcortical and the cortical areas of the brain develop and how their integration impacts regulation (especially the ability to self-regulate), we can

help them discover the hopefulness and resilience they need to succeed.

Mindset & Teaching Students About the Brain

Educational neuroscience is not a regular course, subject or content area in most schools. Rather, it is a framework for how we sit beside our students to help them regulate and connect. While this document calls upon neuroscience language and advises educators to teach students about their brains, it is important to note that this content should be delivered, reinforced, and built upon gradually. Educational neuroscience instruction is most effective when it is delivered in an explicit and intentional manner within the general education PK-12 instructional environment as well as embedded within tiered two and three supportive interventions. Specifically, students benefit greatly from learning how neuroplasticity lends itself to the growth of one's intelligence and the improvement of one's ability to regulate emotions and collaborate with others. With effort, persistence, and motivation, students learn that their brains are malleable and can change, adapt, and learn new things. When students focus on the process (e.g., hard work or trying new strategies) that leads to learning rather than only on outcomes, it fosters a mindset that allows them to persist and grow.[4] When time is devoted to reflection, the implicit is made explicit, and new neural connections are created. Students begin to understand that their mindset, or brain state, is what allows them to persevere, and embrace challenges, and work toward change. For this reason, reflection and reflective thinking, are terms used within the Social-Emotional Learning competencies.

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[4] Dweck, C. (2015). Carol Dweck Revisits the Growth Mindset. *http://www.edweek. org/ew/articles/2015/09/23/carol-dweck- revisits-the-growth-mindset.html*

Social and Emotional Learning (SEL) focuses on the development of individual qualities, strengths, and assets related to social, emotional, cognitive, and moral development as well as positive mental health. Students learn, apply, and practice SEL skills in the same way they learn other academic skills: through instruction and practice both inside and outside of the classroom. Educational neuroscience reports that patterned repetitive experiences structurally and functionally change how we learn, feel, and behave. SEL skills are continuously modeled by educators and reinforced whenever situations that require them arise, whether it be throughout the school day, during after-school activities, at home, in the community, or when students enter the workforce.

The following Social-Emotional Learning Competencies, Indicators, and Sample Strategies are broken up by grade ranges in order to support the typical development of children in schools. Early elementary corresponds with PK-2 grade, late elementary with 3-5 grade, middle school with 6-8 grade, early high school with 9-10 grade and late high school with 11-12 grade. While students are intended to reach mastery in the benchmark by the end of the grade range, educators may want to revisit the earlier skills periodically. Students impacted by trauma or other life stressors may experience developmental delays that require additional emotional, behavioral, and cognitive supports.

The sample strategies are suggestions and are by no means the only strategies, interventions or activities that can be used to teach to the benchmarks.

The competencies are written in two formats: one for the adult educators and one for students. The adult educator version begins with the word "Student..." the student version is written as a sentence beginning with one of the phrases, "I feel," "I am," "I can," "I

will," "I build," "I know," "I believe." These competencies are meant to be approachable for young people.

What Are The Benefits of Social- Emotional Learning?

Indiana's
Social Emotional
Learning Competencies

Indiana DEPARTMENT OF EDUCATION
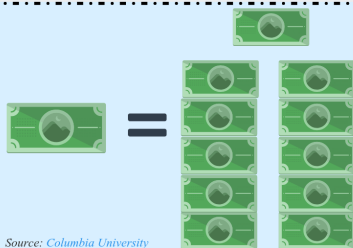*Working Together for Student Success*

A meta-analysis covering three decades of research, found that social-emotional learning interventions increased students' academic performance by 11-percentile points compared to those that did not participate in SEL programs.

11 Percentile Academic Gains

%

Source: Durlak et al., 2011

On average, there is an $11 return on investment for every one dollar spent on Evidence-Based Social-Emotional Learning Programming—ranging from a reduction in suspension rates, juvenile crime rates, higher lifetime earnings, and overall better mental and physical health.

Source: Columbia University

Research shows teaching social-emotional skills in kindergarten increases graduation rates and has several overall positive long-term effects lasting into adulthood.

Source: Child Trends

GRADUATION

JUVENILE CRIME

PUBLIC ASSISTANCE

EMPLOYMENT

SUBSTANCE USE

MENTAL ILLNESS

EMPLOYABILITY SKILLS

The top four skills employers want in graduates according to the Forbes report:
(1) the ability to work in a team,
(2) the ability to solve problems,
(3) the ability to make decisions, and
(4) the ability to communicate verbally with people inside and outside an organization.
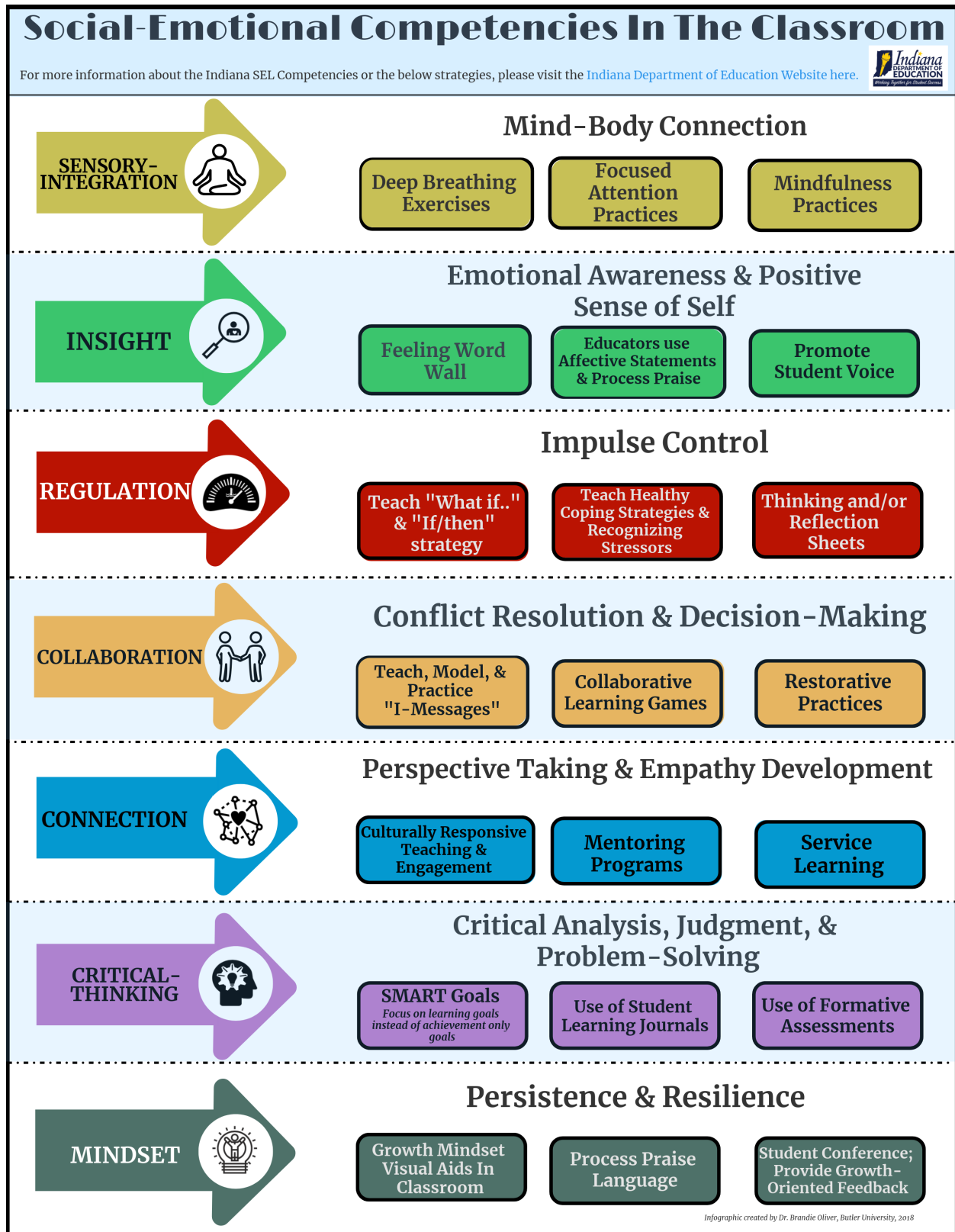
Source: Adams, 2014

Research has demonstrated ongoing SEL professional development and coaching for educators provides numerous positive benefits for teachers.

- Increase positive feelings about their job and students
- Increase efficacy for regulating emotions
- Reduction in stress levels
- Increase in overall SEL competence

Source: Hanover Research

Infographic created by Dr. Brandie Oliver, Butler University, 2018

Social-Emotional Competencies In The Classroom

For more information about the Indiana SEL Competencies or the below strategies, please visit the Indiana Department of Education Website here.

Mind-Body Connection

SENSORY-INTEGRATION

- Deep Breathing Exercises
- Focused Attention Practices
- Mindfulness Practices

Emotional Awareness & Positive Sense of Self

INSIGHT

- Feeling Word Wall
- Educators use Affective Statements & Process Praise
- Promote Student Voice

Impulse Control

REGULATION

- Teach "What if.." & "If/then" strategy
- Teach Healthy Coping Strategies & Recognizing Stressors
- Thinking and/or Reflection Sheets

Conflict Resolution & Decision-Making

COLLABORATION

- Teach, Model, & Practice "I-Messages"
- Collaborative Learning Games
- Restorative Practices

Perspective Taking & Empathy Development

CONNECTION

- Culturally Responsive Teaching & Engagement
- Mentoring Programs
- Service Learning

Critical Analysis, Judgment, & Problem-Solving

CRITICAL-THINKING

- SMART Goals
  Focus on learning goals instead of achievement only goals
- Use of Student Learning Journals
- Use of Formative Assessments

Persistence & Resilience

MINDSET

- Growth Mindset Visual Aids In Classroom
- Process Praise Language
- Student Conference; Provide Growth-Oriented Feedback

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Indiana Social-Emotional Learning Competencies

1. Sensory Motor Integration

Sensory motor integration refers to the ability to have body awareness and recognize sensations in the body. Gaining sensory-motor integration is an important skill for managing transitions, changing routines, increasing alertness for learning, and improving regulation.

1A. Students demonstrate an understanding of body awareness and sensations in the body.

"I feel an awareness of my body in comparison to objects. I feel an awareness of my emotions in my body."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	**1.** Students identify and actively participate in sensory exercises for body and brain regulation to help with life stressors. **2.** Student identifies a bodily sensation and can draw what it looks like and/or how it feels in the body. **3.** Students begin to identify two or three experiences where they need to pause and reflect.	**1.** Movement/Song Games: Call-and-response songs provide a similar auditory challenge, like Boom Chicka Boom. We can use drum beats, songs, or a call and response sound. For example: Mimic my silly sounds- oozy woozy-oozy woozy and then students can create a silly sound or phrase and mimic them back in a steady cadence. **2.** Simon Says is another great game to encourage body awareness and it also promotes self-regulation. **3.** Participate in community circles listening to a variety of rhythms, dancing, and drumming to a variety of beats. **4.** Pause and reflect activities can be taught through art, music, or game play such as the one below. **A.** Freeze Frame. Children can listen to music. When it stops,

		they must freeze in the position where the music ends. **5.** Discuss and identify different objects, textures, and tactile stimuli using a variety of realia (everyday objects) for children to explore while identifying and naming a sensation and feeling for the object such as rocks, coins, ribbons, or anything out of our nature drawers (sometimes called "junk drawers").
Late Elementary (3-5 grade)	**1.** Students identify and actively participate in sensory exercises for body and brain regulation to help with life stressors. **2.** Students identify bodily sensations and can draw what it looks like and/or how it feels in the body and beginning to add feeling words to body sensations. **3.** Students can identify two or three experiences where they need to pause and reflect and they are able to do so with intention and direction.	**1.** Identify two favorite actors, entertainers, or athletes and identify a sensation you experience when watching this individual. Draw what this feels like? **2.** Identify a sensation when you are around someone negative… how and where do you experience this sensation? Examples of sensations are: prickly, edgy, soft, teary, calm, peaceful, numb, fuzzy, etc. What other sensations can you name? **3.** Implement focused attention practices with a variety of stimuli such as breath, sound, tastes, and visualizations. These focused attention practices can begin for three seconds as we take two deep breaths hoping to build these practices to a minute or two focusing on a specific stimulus. **4.** Explore various exercises moving our bodies through contraction and release (i.e., progressive muscle relaxation).
Middle School (6-8 grade)	**1.** Students are able to identify a sensation in the body through	**1.** Create a sensation word wall list in classrooms and schools so students can pull from these when needed for

	movements, art, focused attention practices and learning about the brain's neuroanatomy. **2.** Students describe and list a variety of sensations they experience each day to help life stressors.	written self-awareness and self-expression. These sensations can be drawn and given a size, shape, and a color. **2.** Explore various exercises moving our bodies through contraction and release (i.e., progressive muscle relaxation). **3.** Track resting pulse rate (oximeter). Note and discuss how this rhythm changes throughout a class period, morning, evening, or through the week. Graph your results. Identify a sensation and draw what it looks like and how it feels in your body. Give the sensation a color, size, and shape. Share and discuss with others.
Early High School (9-10 grade)	**1.** Students identify body and natural rhythms such as heart rate, breathing, sleeping, and seasonal rhythms with regard to feelings, thoughts, and behaviors. **2.** Students use mind-body techniques to help with life stressors and to become more aware of where they feel stress in the body. **3.** Students are able to identify a sensation in the body through movements, art, focused attention practices, and learning about the brain's neuroanatomy. **4.** Students describe and list a variety of sensations they experience each day.	**1.** Students can use movement through shaking, dancing, and yoga - finding a pattern of breathing that feels good to them. Reflecting and sharing these different sensations and rhythms they have experienced is so critical to emotional well-being. **2.** Use of music helps re-establish helpful connections in the lower brain. **3**. Focused Attention Practices which are breathing exercises to implement for one minute at the beginning and end of class. We can use visualization as students close their eyes and focus on their breath and the imagery of the visualization. **4.** Mindfulness practices (See Educational Neuroscience Toolkit & Social-Emotional Learning Educator Toolkit for additional resources).

		5. Graph heart rate, breathing patterns, etc. and share how these rhythms help us or interrupt our routine.
Late High School (11-12 grade)	**1.** Students use mind-body techniques to help with life stressors and to become more aware of where they feel stress in the body and throughout their regular daily routine. **2.** Students are able to focus on their own body and breath.	**1.** Students can use movement through the use of shaking, dancing, and yoga techniques. Use of music helps re-establish helpful connections in the lower brain regions. 2. Focused Attention Practices, such as breathing exercises, can be implemented for one minute at the beginning and end of class. We can use visualization as students close their eyes and focus on their breath. **3.** Mindfulness practices (See Educational Neuroscience Toolkit & Social-Emotional Learning Educator Toolkit for additional resources).

To find the Trauma and Tension Releasing Exercises and additional developmental sensorimotor integration activities and exercises, visit the Educational Neuroscience Toolkit.

1B. Students manage transitions and changes in routine.

"I feel ready for transitions and can show I am adaptable to change."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	**1.** Students begin to develop routines that ease difficult transitions in the school and home environments moving from one activity to another. (Home to school; playground to program; familiar to unfamiliar settings, etc.).	**1.** Movement/Song Games: Call and response songs provide a similar auditory challenge, like Boom Chicka Boom. Participate in community circles listening to a variety of rhythms, dancing, and drumming to a variety of various rhythmic beats. **2.** Simon Says is another great game to encourage body awareness and it also promotes self-regulation. **3.** Participate in community circles listening to a variety of rhythms, dancing, and drumming to a variety of various rhythmic beats.
Late Elementary (3-5 grade)	**1.** Students begin to identify sensations to describe how they are experiencing an event, or person or relationship. (Example: I am feeling prickly.) **2.** Students can name ways to help them be flexible and adaptable as they move from familiar to unfamiliar tasks.	**1.** Create a sensation word wall list in classrooms and schools so students can pull from these when needed for written self-awareness and self-expression. Students can draw the sensation, giving it a size, a color, a shape, a weight, and where it has landed in the body. **2.** Practice Guided Imagery Exercises with students (See Social-Emotional Learning Educator Toolkit for additional resources).
Middle School (6-8 grade)	**1.** Students identify bodily sensations and connect to the feeling they are experiencing. (Example: My anger feels hot and needly in my stomach and my hands.)	**1.** Create a sensation word wall list in classrooms and schools so students can pull from these when needed for written self-awareness and self-expression. Students can draw the sensation, giving it a size, a color, a

	2. Students begin to practice ways to help them be flexible and adaptable as they move from familiar to unfamiliar tasks.	shape, a weight, and where it has landed in the body. **2.** Practice Guided Imagery Exercises with students (See Social-Emotional Learning Educator Toolkit for additional resources).
Early High School (9-10 grade)	**1.** Students demonstrate flexibility and adaptability as they move from familiar to unfamiliar tasks. **2.** Students gain awareness of adjustment needs for academic, behavior, and social success at school, home, and community.	**1.** Listen to a specific rhythm beat (song, pattern, hymn, etc.). **2.** Ask students to draw or write out the pattern from that sound related to the period of time you are seeking insight. (More information in the Appendix).
Late High School (11-12 grade)	**1.** Students recognize and identify the sensations associated with the academic, social, and emotional transitions and have the skills to express adaptability and flexibility.	**1.** Journaling patterns of activities, transitions, routines, and/or behaviors to identify and affirm social, academic, and emotional wellbeing. Journal can take the form of words, pictures, digital art, audio clips, etc. **2.** Practice stress relieving practices with students (e.g., mindfulness, breathing, imagery, etc.)

2. Insight

Insight refers to the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-esteem, and empathy for others. Insight helps students recognize their own strengths and areas of growth.

2A. Students identify a wide range of emotions.

"I am aware of my emotions."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	**1.** Students begin to build emotional vocabulary to describe their feelings. **2.** Students express feelings during sharing time. **3.** Students continue to add feelings to journal writings or other writings. **4.** Students express emotions through play. **5.** Students begin to build skills to express emotions with "I feel" statements.	**1.** Use of drawing of emotions and words/pictures as visual reminders help in emotional regulation. **2.** Educators use affective statements to promote emotional language. For example, "I am proud to see that you are sharing the toys today." Educators can also help to calm children when we "notice" a smile, new haircut, pair of shoes, or an activity or experience. "I noticed you were sharing and smiling in our circle activity." **3.** Use of children's literature. **4.** Through role plays and puppet shows, students use characters to share, listen, and respond to something funny, silly, sad, happy, etc. **5.** Introduce Dr. Siegel's "I Feel" Strategy to students. Practice using "I feel" rather than "I am" when expressing emotions. **Visit Dr. Siegel's site to learn more.** For another resource, visit the Social-Emotional Learning Educator Toolkit.

Late Elementary (3-5 grade)	**1.** Students continue to add to emotional vocabulary to describe feelings. **2.** Students begin to articulate basic feelings when sharing about self and use "I feel" when doing so. **3.** Students continue to add feelings to journal writings or other writings. **4.** Students continue to learn about their brain and its role in emotions.	**1.** Use of words/pictures on walls as visual reminders for students to build emotional vocabulary. **2.** Educators use affective statements to promote emotional language. For example, "I appreciate seeing you help your fellow group members today." (See the Social-Emotional Learning Educator Toolkit 'Affective Communication Starters' for more ideas.) **3.** Use of children's literature (See the Social-Emotional Learning Educator Toolkit for a list of children's books).
Middle School (6-8 grade)	**1.** Students use "I feel" messages to communicate emotional expression. **2.** Students continue to build emotional vocabulary. **3.** Students continue to learn about their brains and its connection to emotions, learning, and relationships.	**1.** Use of words/pictures on walls as visual reminders for students to build emotional vocabulary. Educators use affective statements to promote emotional language. For example, "I feel excited to hear that you practiced some of the strategies we learned in class." **2.** Use of literature, role plays, scenarios, predictive scenarios. (See the Social-Emotional Learning Educator Toolkit for list of books.) **3.** Teaching students about their brains and encouraging students to teach a brain lesson to the class. • **Brain Aligned Strategies** • **Understanding My Teen Brain**
Early High School (9-10 grade)	**1.** Students begin to build emotional vocabulary to describe their feelings. **2.** Students learning the sensations of EARLY emotions and mind-body	**1.** Use of television clips or movies to help teach/demonstrate emotional experiences--provides students an entry into discussion of topic.

	connection. **3.** Students continue to add feelings to journal writings or other writings. **4.** Students begin to practice expressing emotions by using "I feel" statements.	**2.** Teach students how the words used sometimes describe a feeling. Explain how physical words commonly get associated with emotions. Helpful tool found **here**. **3.** Identify a sensation and draw what it looks like and how it feels in your body. Give the sensation a color, size and shape. Share or discuss with others (See Educational Neuroscience Toolkit for additional resources for mind-body activities). **4.** Teach, model, and practice "I feel" statements with students.
Late High School (11-12 grade)	**1.** Students understand the connections between their emotions, and their thoughts and actions, including what they say and feel.	**1.** Teach students how the words used sometimes describe a feeling. Explain how physical words commonly become associated with emotions. Helpful tool found **here**. **2.** Practice positive self-talk with students. Help students recognize how their thinking impacts their actions/behaviors and emotions. **3**. Perception and how we see the world around us is critical to understand in these adolescent years. **Dr. McGonagal** has an excellent talk on stress and perception for adolescents to watch, discuss and reflect upon.

2B. Students recognize personal strengths.

"I am aware of my strengths."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	**1.** Students begin to develop, with the support of a trusted adult, a list of personal strengths. .	**1.** Create a storybook through art, conversation, and/or other forms of media--this story book will include pictures, drawings, words, or sentences students would like to share that portray their strengths (students can continue to add to this book throughout the year). **2.** Create a collaborative strength word wall in the design of a tree so students can list their strengths but also attend to the root of the tree discussing ways that nourish and grow their strengths. **3.** Educators use process praise, encouragement, and positive noticing skills in their interactions with students; pointing out specific behaviors and characteristics to assist students in personal strength development as well as enhances self-esteem and self-efficacy (Example: I noticed how you used an I-message. For more examples, click **here**).
Late Elementary (3-5 grade)	**1.** Students continue to identify their unique strengths and with the support of adults, find ways to build on them.	**1.** Educators use process praise, encouragement, and positive noticing skills in their interactions with students; pointing out specific behaviors and characteristics to assist students in personal strength development as well as enhances self-esteem and self-efficacy (Example: I noticed how you used an I-message. For more examples, click **here**).

		2. Use of Circles-inviting student to share activities and/or experiences that they are proud of with their peers and teachers.
Middle School (6-8 grade)	**1.** Students begin to understand how their personal strengths connect to social, emotional, behavioral, and academic learning.	**1.** Create an acrostic poem asking the students to identify a strength for each letter of the student's name. **2.** Brainstorm with students lists of strengths they believe are important for various categories (i.e., What makes a good friend? What makes a good nurse? What makes a good student? etc.). A. Are strengths always visible to the eyes? What grows and develops a person's strengths? Discuss these questions and share response. **3.** Educators use process praise, encouragement, and positive noticing skills in their interactions with students; pointing out specific behaviors and characteristics to assist students in personal strength development as well as enhances self-esteem and self-efficacy (Example: I noticed how you used an I-message. For more examples, click **here**).
Early High School (9-10 grade)	**1.** Students identify and assess personal qualities and external supports. **2.** Students understand the importance of strengths in their learning goals and for their future plans.	**1.** Create an "Islands of Self" to help with the discovery and identification process of strength development (Details on this strategy can be found in the Appendix section). **2.** Engage in College/Career Readiness Surveys & Assessments that support

	3. Students are able to connect their personal strengths and their future career pathways.	student strength development. **3.** Educators use process praise, encouragement, and positive noticing skills in their interactions with students; pointing out specific behaviors and characteristics to assist students in personal strength development as well as enhances self-esteem and self-efficacy (Example: I noticed how you used an I-message. For more examples, click **here**).
Late High School (11-12 grade)	**1.** Students use their personal strengths to care and support others. **2.** Students continue to build their own personal strengths as well as have an understanding of the areas that need further developed. **3.** Students are able to connect their personal strengths and their future career pathways.	**1.** Engage in College/Career Readiness Surveys & Assessments that support student strength development. **2.** Educators use cooperative learning strategies (e.g., pair/share, jigsaw, etc.), to help students not only learn to working together, but also build their own strengths and also see the strengths in others. Click **here** for a list of additional cooperative learning strategies. **3.** Educators use process praise, encouragement, and positive noticing skills in their interactions with students; pointing out specific behaviors and characteristics to assist students in personal strength development and enhancing self-esteem and self-efficacy (Example: I noticed how you used an I-message. For more examples, click **here**).

2C. Students demonstrate self-efficacy.

"I am capable of learning."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	**1.** Students are beginning to understand the multiple strengths they bring to the learning environment. **2.** Students developing confidence, with the support of adult educators, when they participate in the teaching and learning environment.	**1.** Be specific when giving praise. Process praise specifically on the positive behavior/skill you are noticing rather than giving person/achievement-specific praise. Strength-Based activities--find activities that help build and develop student strengths. **2.** Additional information for both activities can be found in the Social-Emotional Educator Toolkit.
Late Elementary (3-5 grade)	**1.** Students participate eagerly and frequently without the prompt from the teacher. **2.** Students demonstrate a willingness to try new tasks and/or share ideas with others.	**1.** Promote student voice as often as possible--where to do work in the classroom, what materials to use, how to represent what has been learned, etc. **2.** Ask students to lead the class in a game. **3.** Invite students to demonstrate a skill or the steps they used to work a problem. **4.** Students need to be a part of designing the class guidelines at three times during the school year as the development of individual students and the class as a whole changes frequently.
Middle School (6-8 grade)	**1.** Students can identify personal strengths and can articulate areas of growth as it relates to their learning and behavior.	**1.** Have students take a strength finders assessment; use strengths as a foundation in all goal-setting plans The VIA survey is a free tool and can be

	2. Students demonstrate the ability to use personal strengths in learning goals and understands that failure is only a part of learning.	found **here.** **2.** Create a "ME" Commercial (Details on this strategy can be found in the Appendix section). **3**. Promote student voice as often as possible--where to do work in the classroom, what materials to use, how to represent what has been learned. Students can create class guidelines sharing their voice and purpose to increase accountability.
Early High School (9-10 grade)	**1.** Students understand what motivates them to be successful. **2.** Students feel pride in the work they produce and they recognize their unique abilities and strengths were the key factors in the success.	**1.** Focus on intrinsic motivators in the classroom so students learn to focus on the things they can control--intentional focus on the development of a growth mindset.[4] **2.** Strength-based goals.
Late High School (11-12 grade)	**1.** Students demonstrate a positive view of themselves and have confidence in applying their strengths and abilities in learning and future planning. **2.** Students demonstrate a willingness to actively participate, support other learners, and share their unique ideas and strengths with others in their school and/or community.	**1.** Implement learning goals in classroom. **2.** College and career activities that connect student's interests, passions, and strengths. **3.** Collaborative and cooperative group work activities. **4**. Implement service learning project. Learning and action through service-learning give students a sense of purpose and internal motivation because what they do matters and makes a difference. Learn more about effective planning and implementation of service learning **here**. **5.** Develop an Intentional Acts of Kindness Week/Month or School Culture (ongoing) Examples: Students

		post positive messages; give positive notes; share positive drawings on a school-wide bulletin board; weekly positive announcement that highlights student stories of gratitude.

3. Regulation

Regulation refers to the ability to recognize and manage one's emotions. Regulation skills build positive self-control, positive self-discipline, and impulse control.

3A. Students demonstrate self-control.

"I can control my actions and manage my feelings."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	**1.** Students begin to regulate their impulses (e.g., communicate wants/needs; wait for something he/she wants, use a hand signal with educator). **2.** Students, with educator support, use brain aligned strategies to manage intense or difficult feelings.	**1.** Use a tangible "pause" object that will remind students to help themselves when struggling with impulse control. **2.** Use movement and deep breathing activities to help regulate emotions. **3.** To manage intense feelings students can pound clay, draw, or walk a labyrinth. (See Educational Neuroscience Toolkit for more information).
Late Elementary (3-5 grade)	**1.** Students practice regulating their impulses using tools previously taught to them (e.g., communicate wants/needs; wait for something he/she wants, use a hand signal with educator). **2.** Students begin to adjust and modify emotions and behaviors by using gentle cues from the adults in the environment.	**1.** Apply the **"Name It To Tame It"** or use the "Flipping Your Lid" hand signal-- both are tools from Dr. Dan Siegel. (See Social-Emotional Educator Toolkit and Educational Neuroscience Toolkit for more information.) **Video of Dr. Dan Siegel explaining "Flipping Your Lid"**
Middle School (6-8 grade)	**1.** Students identify and describe the role of the amygdala in anxiety, aggression and fear. **2.** Students identify, describe, and draw how emotions affect how they	**1.** List, diagram, and discuss the relationship between four emotions and four sensations. What do they look like, smell like, taste like and sound like? How are they connected,

	feel and behave, connecting the feelings to the corresponding brain parts. To find additional information on the role of the amygdala, please visit this **site.** **3.** Students practice mindfulness, focused breathing, focused attention practices and other regulation strategies when they begin to notice a heightened emotional response (sometimes with an adult prompt)	and how are they different? Where do you feel and experience these in your body? To help with this activity, an example of the emotion wheel can be found **here.** **2.** Apply the **"Name It To Tame It"** or use the "Flipping Your Lid" hand signal (tools from Dr. Dan Siegel, more information in the Social-Emotional Educator Toolkit). **Video of Dr. Dan Siegel explaining "Flipping Your Lid"**
Early High School (9-10 grade)	**1.** Students demonstrate an understanding of how their choices/actions impact others and have knowledge of emotional regulation strategies that can be implemented. **2.** Students pause and reflect before acting--they employ "stop and think" approaches or "self-talk" strategies.	**1.** List occasions when you wish you had paused before reacting! How would the outcome be different? How so? **2.** Provide the students with "What if" scenarios to highlight the difference when self-regulation is utilized and when it is not. **3.** Teach students how to challenge and change negative automatic thinking and other "self-talk" strategies. "Unhooks" is an example listed in the Appendix section. This is an excellent time to reintroduce the concept of neuroplasticity and how patterned repetitive experiences change the structure and function of our brains and produce different habits, feelings and coping strategies. (See Educational Neuroscience Toolkit for additional resources).
Late High School (11-12 grade)	**1.** Students apply focused attention practices to help regulate their attention and focus. **2.** Students choose a mindful practice	**1.** List and share ways to create Focused Attention Practices, taking a few minutes twice a day to concentrate on a stimulus such as sound, breath, or a taste to bring

strategy when noticing heightened emotional response.	self-awareness to the present moment, regulating attention and focus. (See Educational Neuroscience Toolkit for additional resources). **2.** Have students create a poster for younger students on the importance of self-regulation. What happens if we react without pausing and thinking about feelings and next steps? What are three benefits to self-regulating reactions?

3B. Students recognize life stressors and have strategies to manage them.

"I can recognize situations that make me feel stressed and take appropriate steps to change them."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	**1.** Students begin to identify challenging situations, and with an adult, create stress-reducing coping strategies that help calm the amygdala and nervous system. **2.** Students recognize body sensations and emotional reactions when feeling life stressors.	**1.** Coping strategies include focused attention practices, rocking, or artwork (See Educational Neuroscience Toolkit for additional strategies). **2.** Share visuals, worksheets, or other tools to help teach students about where they may be feeling stress and experiencing physical sensations in their bodies (See Social-Emotional Learning Educator Toolkit for additional resources).
Late Elementary (3-5 grade)	**1.** Students continue to identify challenging situations (and may or may not need support from an adult) and experiment with various stress-reducing coping strategies that help calm the amygdala and nervous system.	**1.** Provide role-plays, scenarios, and/or other game-based activities to provide students multiple opportunities to practice identifying stressful situations and applying healthy coping strategies. **2.** Practice mindfulness activities, imagery exercises, and/or breathing exercises (See Social-Emotional Learning Educator Toolkit for additional resources).
Middle School (6-8 grade)	**1.** Students apply various stress-reducing coping strategies when faced with challenging situations (and may or may not need support and/or reminder from an adult). **2.** Students are able to recognize the different stressors and common stress responses.	**1.** Coping strategies include focused attention practices, pacing, or artwork. (Mindfulness practices and focused breathing practices). **2.** Teach students about the three different types of stress responses (See SEL Glossary) and provide scenarios and activities for practice/application (positive, tolerable, & toxic).

Early High School (9-10 grade)	**1.** Students identify supportive adults they can use as resource in times of needed extra support. **2.** Students recognize signs of stress and continue practicing healthy stress relieving strategies.	**1.** Teach students about signs of stress, impacts of stress on the mind, body, and emotions, the connection between stress and learning, stress and the brain, etc. (See Educational Neuroscience Toolkit for additional resources). **2.** Practice with students the various healthy stress relieving strategies (See Social-Emotional Learning Educator Toolkit for additional resources).
Late High School (11-12 grade)	**1.** Students identify supportive adults they can use as resource in times of needed extra support. **2.** Students recognize life stressors and have strategies to manage them. **3.** Students demonstrate an understanding of how their brains respond to stress and how to use positive self-talk.	**1.** Teach journaling as a stress relieving strategy. **2.** Teach students about automatic negative thinking and how to use positive self-talk. This is a good time to discuss the negative brain bias we all carry into every situation. Conscious Leadership documentary can be shown In class and discussed with a collaborative mural as in the **documentary**. **3.** Teach the strategy, Unhooks, as an example of how to use positive self-talk (see Appendix for more details).

3C. Students practice personal responsibility.

"I can take responsibility for my actions."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	**1.** Students begin to demonstrate their understanding of classroom guidelines/rules, and the consequences when they are not followed. **2.** Students begin to take responsibility for classroom roles and their role as a learner.	**1.** Use of daily or weekly classroom jobs or helper duties. **2.** To help students understand classroom guidelines/rules, use role-playing, puppet theaters, stories, and/or artwork to provide multiple opportunities for examples of appropriate and inappropriate behavior; and give students time to discuss and process thoughts and feelings. **3.** Encourage students to ask questions when they are unclear or need support, and teach students the skills required to take personal responsibility for their learning.
Late Elementary (3-5 grade)	**1.** Students, with the teacher, co-create class roles and responsibilities where students rotate specific tasks and roles that all students will be responsible for completing in the classroom. **2.** Students demonstrate an understanding of the impact of their choices/actions.	**1.** Encourage participation from students when developing "Classroom Roles & Responsibilities," and rotate tasks. A sample can be found in the Appendix Section. **2.** Employ Restorative Practices. **3.** Use social stories to engage in conversations about the impact of choices; use children's literature.
Middle School (6-8 grade)	**1.** Students take an active participation in the learning process. **2.** Students demonstrate the ability to reflect on their behavior and discuss a restorative plan with peers and/or adult educator.	**1.** Use Thinking Sheets/ Dual Brain Sheets in classroom or other environments to assist in the process of reflecting on student's behavior, actions, and feelings It Is Important that teachers model the behaviors they want to see so we encourage educators

		to fill these dual brain sheets out along with the students even If you feel you disciplined perfectly. Here is an example: • What is our challenge? • What led up to our challenge? • How did we handle this challenge? • What are two adjustments we will make the next time? • How will we do this? (Thinking Sheet templates available in Social-Emotional Learning Educator Toolkit.) **2.** Offer student choice activities; provide students multiple opportunities to answer questions and lead class discussions. **3.** Employ Restorative Practices.
Early High School (9-10 grade)	**1.** Students come prepared to learn. **2.** Students have an awareness of personal safety skills and the consequences of irresponsible behavior. **3.** Students demonstrate ability to adapt to growth and change.	**1.** Employ Restorative Practices. **2.** Teach and reinforce readiness expectations. **3.** Teach, practice, and model growth mindset language and strategies (See Social-Emotional Learning Educator Toolkit for additional resources).
Late High School (11-12 grade)	**1.** Students take responsibility for own learning and personal growth. **2.** Students reflect on their actions and demonstrate an awareness of the consequences on others. **3.** Students show responsibility by acting in a professional, culturally responsive, and ethical manner.	**1.** Employ Restorative Practices. **2.** Teach, practice, and model growth mindset language and strategies (See ideas in Social-Emotional Learning Educator Toolkit). **3.** Application of learning goals. **4.** Ethical decision-making skills taught, practiced, and modeled. **5.** Case scenarios, "What If" scenarios

		offered to students to work out in small groups or pairs (can be personal situations or content-specific).

4. Collaboration

Collaboration refers to the ability to work well with others, including in the group and teamwork environment. Collaboration works to build positive communication and conflict management skills.

4A. Students demonstrate communication skills.

"I will develop positive and healthy relationships with others."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	**1.** Students participate in sharing time. **2.** Students begin to be able to tell stories and listen to other's stories. **3.** Students respond appropriately to greetings and begin to learn how nonverbal communication expresses how others feel and what others might be thinking.	**1.** Structure time in the day that invites students to share; model by telling short personal stories (this also is a great relationship building exercise). **2.** Greet students daily; stand at door or outside of doorway to warmly greet students. **3**. Nonverbal Communication- What is this and can you show me three ways we communicate with our faces and bodies that show different feelings. I will begin! These discussions can be acted out or with the use of video clips and sharing examples of how we use our bodies, eyes, and faces to share how we really feel!
Late Elementary (3-5 grade)	**1.** Students are learning to understand nonverbal communication. **2.** Students work on listening with their whole body.	**1.** Practice both helpful and unhelpful nonverbal skills for effective communication (can make into cooperative game play or role-play). **2.** Demonstrate and model whole body listening skills; use social stories to reinforce listening skills. **3.** Read the children's book, <u>Whole Body Listening Larry at School</u>, and use this resource to assist students in their

		understanding of the multiple parts of whole body listening. Whole Body Listening Larry handout available **[here](#)**.
Middle School (6-8 grade)	**1.** Students engage in reciprocal conversations, practicing face-to-face communication and on-line communication. **2.** Students work on empathic listening skills to enhance the understanding of what the other person is saying.	**1.** Practice building empathic listening skills by using **[Empathy Map](#)**. **2.** Implement peer to peer interview exercises or other interview activities that require reciprocal conversation skills. **3.** Connect with a classroom in another location; assign students a virtual pen pal that they email or Skype/Zoom (or some other web-based tool) to practice 'safe' online conversation skills.
Early High School (9-10 grade)	**1.** Students respond appropriately to basic interpersonal comments and/or questions. **2.** Students demonstrate ability to give and receive feedback to work towards effective communication skills**.**	**1.** Practice listening skills by use of triad exercise where one person listens, one speaks, and one observes and then provides feedback. **2.** Teach students how to give constructive feedback to peers; provide multiple opportunities to practice feedback skills. Some sample questions to model might be: ● Tell me more ● I am not sure I understand so let me clarify ● I think what you are trying to say is…. ● What would you think of saying it another way?

Late High School (11-12 grade)	**1.** Students employ strong communication skills by use of reflecting, reframing, open-questioning, and summarizing.	**1.** Practice listening skills by use of triad exercise where one person listens, one speaks, and one observes and provides feedback.
	2. Students recognize the importance of diverse perspectives within communication and seek understanding.	**2**. Pair/share activities; group work; students discuss group making expectations prior to group project and sets group norm/agreement before beginning tasks.

4B. Students understand teamwork and works with others.

"I will use active listening skills to communicate with others."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	**1.** Students will begin to play games and construct activities where there are small groups of children working together. **2.** Students play with others exploring and practicing different social roles, emotions, and experiences that could be challenging or helpful.	**1.** Introduce experiential small group play-based activities in the classroom to allow multiple opportunities to practice skills. **2.** Teach students the roles of group work and how to work in a group (will continue to do this at each developmental level).
Late Elementary (3-5 grade)	**1.** Students engage in cooperative game play. **2.** Students will work with a partner or small group to model turn -taking, listening skills and picking up on verbal and nonverbal communication with others. This activity needs to be frequent and consistent with followed up feedback and reflection from both educator and child. **3**. Students will begin to understand how our brains are social organs and we need each other to survive and experience the world around us.	**1.** *"Form A Line"* is a basic cooperative and collaborative activity. As a whole class or in smaller groups, have students form a line. Next, give them instructions (stating that they CANNOT talk) to arrange themselves from shortest to tallest, or youngest to oldest. When finished, process the activity with the class. **2**. Students play cooperative learning games (See Social-Emotional Learning Educator Toolkit for additional resources). **3.** Students will begin to brainstorm lists of activities or experiences that can be done alone or together as they compare the lists and discuss topics such as inventions, relationships, education, sports, our homes, etc.

Middle School (6-8 grade)	**1.** Students participate with team/group members to problem-solve and contribute to group outcomes. **2.** Students practice use of active listening skills.	**1.** Provide time to develop Group Agreements/Rules/Norms; encourage students to take ownership of the process. **2.** Be intentional about infusing cooperative group work into the classroom.
Early High School (9-10 grade)	**1.** Students cooperate with others and negotiate roles and relationships for tasks during group experiences.	**1.** Provide time in class for students to build relationships with each other so when engaged in small group activities they are familiar with each other. **2.** Be intentional about infusing cooperative group work into classroom.
Late High School (11-12 grade)	**1.** Students contribute to project teams to produce original works or solve problems. **2.** Students demonstrate willingness and ability to respectfully work toward a common goal.	**1.** Provide time in class for students to build relationships with each other so when engaged in small group activities they are familiar with each other. **2.** Be intentional about infusing cooperative group work into classroom

4C. Students apply conflict management skills.

"I will use assertive communication to resolve conflicts cooperatively."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	**1.** Students begin to learn and practice using "I-feel" messages. **2.** Children will begin with support, to recognize brain aligned prevention strategies and routines they can put into place with other children when conflicts arise.	**1.** Teach students about the use of the "I-message" and practice when and how to use them; model the use of "I-messages" as often as possible. **2.** Continue to teach, practice, and model brain aligned strategies especially the noticing of sensations in our bodies (See Educational Neuroscience Toolkit for additional resources).
Late Elementary (3-5 grade)	**1.** Students continue to build brain aligned strategies and practice using "I-messages" to address conflict when it arises. **2.** Students begin to learn about assertive communication and the communication of nonverbal language. **3.** Students will strengthen their understanding of conflict management through understanding how our brains are firing when we are experiencing negative emotions and stress.	**1.** Reinforce lessons on "I-messages," provide scenarios, role-plays, skits for opportunities to practice. **2.** Introduce assertive communication to students (See the Social-Emotional Learning Late Elementary Collaboration Lesson Plan). **3.** Re-introduce the stress response systems in our bodies and how these are activated every time we feel negative emotion such as anger, anxiety with another, fear and frustration. (See Educational Neuroscience Toolkit for additional resources).

Middle School (6-8 grade)	**1.** Students practice "I-messages" to address conflict when it arises and can speak up for themselves using assertive language. **2.** Students demonstrate a plan for addressing conflict when it arises.	**1.** Develop and implement a peer mediation program. **2.** Practice Restorative Practices. **3.** Teach the difference between assertive, aggressive, and passive communication; apply knowledge/skills through case study, scenarios, role plays, etc.
Early High School (9-10 grade)	**1.** Students approach conflict in a collaborative manner and work toward solutions using a strength-based lens. **2.** Students becoming an active listener, working to use "I-messages" throughout the conflict management process.	**1.** Teach conflict through a collaborative problem solving process, focusing on a strength-based lens. **2.** Implementation of Restorative Practices. **3.** Facilitate Peer Mediation.
Late High School (11-12 grade)	**1.** Students find constructive solutions and work towards compromises, seeking a win-win outcome.	**1.** Problem-solving role-play and debates to improve critical thinking and assertive communication strategies that can lead to strong conflict management skills. **2.** Students engage in problem-solving discussions or small group-based cooperative learning game. For example, students are given one of the "Worst Case Scenarios" from the Social-Emotional Learning Educator Toolkit and need to work together to solve this issue. **3.** Implementation of Restorative Practices. **4.** Facilitate Peer Mediation.

5. Connection

Connection refers to the ability to have strong social awareness, giving students the ability to take the perspectives of others, and empathize with people of diverse backgrounds and cultures.

5A. Students treat others fairly and respectfully, is able to see multiple perspectives and is open-minded.

"I build respectful and positive relationships with others, showing that I value diverse perspectives."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	**1.** Students are becoming aware of socially acceptable behavior with the support of adult educators. In this section, co-regulation with an adult is critical to well-being in all areas. **2.** Students begin exploring both the similarities and differences between self and others.	**1.** Provide opportunities for cooperative play, artwork, and movement that demonstrate ways in which we connect and need one another. **2.** Read culturally responsive children's literature and engage in an open-conversation with the students.
Late Elementary (3-5 grade)	**1.** Students demonstrate an awareness of one's own worldview. **2.** Students sense how other people might feel about something and try to view situations through other's worldviews. **3.** Students continue try to understand how the other student might think, feel and/or respond.	**1.** Provide opportunities for students to connect their cultural background and personal histories to the academic content. **2.** Provide mentoring programs. **3.** The following are specific activities students and the educators can share in the classroom with regard to learning the Importance of various perspectives. These can be found **here**.

Middle School (6-8 grade)	**1.** Students demonstrate an increasing awareness of the needs and rights of others. **2.** Students demonstrate an understanding of different cultural practices and others' worldviews.	**1.** Infuse cooperative learning activities. This **list** provides some examples of cooperative learning strategies. **2.** Use real-life investigations and explorations. **3.** Provide mentoring programs.
Early High School (9-10 grade)	**1.** Students listen to others' ideas and respect different ways of being and doing. **2.** Students begin to think critically about equity and social justice.	**1.** Provide opportunities for service learning projects at the school for students. **2.** Engage in open discussions about prejudice, bias, and stereotypes through application of real-world, current day events, and scenarios.
Late High School (11-12 grade)	**1.** Students feel empowered to advocate on behalf of themselves and others.	**1.** Provide opportunities for service learning projects at the school for students. **2.** Engage in open discussions about prejudice, bias, and stereotypes. **3.** Encourage participation in clubs and organizations as well as providing students the opportunity to start new clubs or organizations.

5B. Students demonstrate care and concern for others.

"I build relationships showing care and concern for others."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	**1.** Students begin developing a dyadic and dynamic relationship with school educators through the sharing of an experience, a book, or a piece of art. **2.** Students will show kindness and positive regard for others and for other living things through the co-constructing, teaching, and interpersonal skill modeling by supportive school educators.	**1.** Teach students about the use of the "I-message" and practice when and how to use them; model the use of "I-messages" as often as possible **2.** Continue to teach, practice, and model brain aligned strategies (See Educational Neuroscience Educator Toolkit for additional resources).
Late Elementary (3-5 grade)	**1.** Students will explain, listen for questions, and begin to use effective nonverbal and verbal communication with intentionality. **2.** Students begin to understand and create meaning from other's verbal and nonverbal communication skills. **3.** Students begin to read and respond to another's emotions and needs (e.g., give comfort; report to an adult).	**1.** Use videos, posters, books, and experiences in the school environment to help expand emotional vocabulary. **2.** Through the co-teaching, co-constructing, and interpersonal skills of another adult, children will show kindness or regard for other people or for other living things much of the time.
Middle School (6-8 grade)	**1.** Students work to understand another's emotions and how to best respond to their needs. **2.** Students develop nonverbal and verbal skills to respond to another's emotional response. **3.** Students understand the impact of mirror neurons, both the potential for positive effect as well as negative	**1.** Mirror/Mirror Activity to help students understand impact of mirror neurons (See Appendix for full description). **2.** Empathy Mapping activity. Empathy map resource can be found **here**.

	effects.	
Early High School (9-10 grade)	**1.** Students show care for people like them and people different from them.	**1.** Empathy Mapping activity. Empathy Map activity can be found **here**. **2.** Students complete the "Barriers to Empathy" Activity. *Both strategies can be found in the Social-Emotional Learning Educator Toolkit.
Late High School (11-12 grade)	**1.** Students demonstrate a strong understanding of how other people might feel about an experience or situation.	**1.** Empathy Mapping activity. Empathy Map activity can be found **here**. **2.** Students complete the "Barriers to Empathy" Activity. *Both strategies can be found in the Social-Emotional Learning Educator Toolkit.

6. Critical Thinking

Critical thinking refers to the ability to make constructive choices and understand metacognitive strategies to enhance learning. Critical thinking skills build responsible decision-making, analytical, and critical inquiry skills which are necessary to approach learning from an innovative, creative, multicultural, and ethical lens.

6A. Students demonstrate an understanding of metacognition.

"I know how I learn."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	**1.** Students begin to talk about how they are learning. **2.** Students begin to understand the many ways they learn. **3.** Students begin learning about their brain and how it helps them learn. With support of an adult, students can create a goal.	**1.** Students are taught how to use "think-alouds" -- the student, when prompted, talks 'out loud' to articulate the mental processes that are going on inside their mind to help understand their personal process of learning. **2.** Students are introduced to simple goal-setting strategies in the form of learning goals to focus on the learning process, not achievement focused.
Late Elementary (3-5 grade)	**1.** Students can break down tasks into small, manageable steps. **2.** Students learn about the many ways they are smart, through the use of teaching about multiple intelligences. **3.** Students continue to learn about their brain and its functioning. Students can set short-term learning goals.	**1.** Use of graphic organizer or cognitive organizers to help students learn how to organize their thinking; **here is a website** that has several options of graphic organizers, including a mind map tool. **2.** **Brain lessons** (can be used for all developmental levels). **3**. Teach students about their neuro-anatomy and how we think through these activities on metacognition. Sample activities can be found **here**.

Middle School (6-8 grade)	**1.** Students understand how they learn best when completing various tasks (e.g., what types of organization system is best for them, preferred study habits, etc.). **2.** Students develop SMART (Specific, Measurable, Achievable, Realistic, Time-Oriented) goals. **3.** Students continue to learn about their brain and its functioning.	**1.** Teach students about SMART goal development and action-planning. See Social-Emotional Learning Appendix for SMART goal templates. **2.** Provide students information and choices on organizational skills and systems for use at school and home. **3.** Brain lessons: can be used for grades 5-10 and examples can be found **here**.
Early High School (9-10 grade)	**1.** Students know how they learn for different tasks. **2.** Students know their preferences for studying for tests. **3.** Students can recognize their strengths and growth areas in learning and processing information.	**1.** Utilize exit tickets and/or other classroom formative assessment tools. Click **here** for an example of exit tickets. **2.** Encourage use of Exam Review Self-Reflection sheets so students take time to review and learn how their study habits impact their exam results. Find an example **here.** **3.** Provide students with graphic organizers to help organize complex information into categories, which allows students' brains have an easier time to remember, and it might also help them visualize the information when trying to remember for future retrieval. Click **here** for examples of graphic organizers. **4.** Use the K-W-L strategy. See the SEL Appendix for more information.

Late High School (11-12 grade)	**1.** Students know how they learn for different tasks. **2.** Students know their preferences for studying for tests. **3.** Students can demonstrate a deep and personal understanding by asking questions to better understand material and information.	**1.** Minute Paper; Please answer each question in one or two sentences: What is the most useful, meaningful, and intriguing thing you learned from today's class discussion? **2.** Encourage use of an *Exam Review Self-Reflection* sheets so students take time to review and learn how their study habits impact their exam results. Find an example **here**. **3.** Utilize exit tickets and/or other classroom formative assessment tools. Click **here** for an example of exit tickets.

6B. Students understand the decision-making process.

"I know my choices and decisions have consequences. I think about how my choices and decisions will impact myself and others."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	**1.** Students understand the "if/then" logic of choices. **2.** Students are able to make decisions when limited options are presented.	**1.** Students are taught the "if/then" strategy as a way to show there are rewards or consequences of decisions. For example, "If you untie the balloon from the string, then it will fly away." This "if/then" approach can be demonstrated in the classroom so students can see this visually. **2.** Give students options when there are decisions to be made so not to overwhelm them with too many options.
Late Elementary (3-5 grade)	**1.** Students recognize there is a problem or a situation that needs attention. **2.** Students gather information needed to make decision. **3.** Students are able to evaluate the choices available to them.	**1.** Create a decision tree or t-chart to analyze choices determining the pros/cons; strengths/weaknesses; advantages/disadvantages when working through the problem-solving process or decision-making process. **2**. Use of learning journals to help students reflect on their work; past decisions. **3**. Create a class discussion with three different scenarios and the difficult choices we need to make. How did we evaluate those choices and how do we know which choices are the best choices? Use real world scenarios that occur in our schools and classrooms.
Middle School (6-8 grade)	**1.** Students discuss how their decisions impact other people. **2.** Students determine what	**1.** Provide time for students to reflect and discuss scenarios (real world examples/current events are excellent

	information is needed to make a decision. **3.** Students recognize how values and beliefs impact how people make decisions. **4.** Students begin to understand the difference between snap or automatic decisions and thoughtful or reflective decisions.	options) on how a choice/decision impacted another person(s). What was the impact? What other choices were available? What could have been the outcomes? These discussions help students expand their thinking to help broaden perspectives, see multiple options, and increase empathy. **2.** Invite students to interview 3-5 people (similar and different from them) about how they make decisions. Have students report back on what they have learned and then facilitate a whole class debrief/group process. **3.** Ask students, "If you had one million dollars, what would you do with this money?" Invite the class to discuss. At different points in the discussion, you can add different variables to the discussion (e.g., what if your family member needed a medical procedure, what if this school was going to close and needed $100,000 to stay open, what if …). At the end of the discussion, encourage students to think about how their own personal beliefs and values impacted the way they chose to spend the money--reinforcing the way they make decisions is impacted by their values and beliefs (also emphasizing no right/wrong--that everyone has their own values and beliefs. **4.** Teach students about the difference between "snap" or "automatic" decisions and when they take time to engage their thinking brains they have time to engage in "reflective" or "thoughtful" decision-making. This can be done through the use of scenarios

		or role-plays.
Early High School (9-10 grade)	**1.** Students understand problem-solving techniques. **2.** Students understand how personal beliefs and values influence decision-making. **3.** Students have the ability to begin to connect how decisions they make impact their future career pathways.	**1.** Role-play scenarios. **2.** Career exploration activities. **3.** Self-assessment activities.
Late High School (11-12 grade)	**1.** Students apply problem-solving techniques. **2.** Students take into account how personal beliefs and values influence decision-making. **3.** Students evaluate how their decisions will impact themselves and others. **4.** Students apply decision-making skills to future career choices.	**1.** Role-play scenarios Use the ***Six Thinking Hats*** technique by Edward De Bono to help add an experiential element of perspective-taking to decision-making. Click **here** for additional information. **2.** Ask students, "If you had one million dollars, what would you do with this money?" Invite the class to discuss. At different points in the discussion, you can add different variables to the discussion (e.g., what if your family member needed a medical procedure, what if this school was going to close and needed $100,000 to stay open, what if …). At the end of the discussion, encourage students to think about how their own personal beliefs and values impacted the way they chose to spend the money--reinforcing the way they make decisions is impacted by their values and beliefs (also emphasizing no right/wrong--that everyone has their own values and beliefs.) **3.** Provide time for students to reflect and discuss scenarios (real world

		examples/current events are excellent options) on how a choice/decision impacted another person(s). What was the impact? What other choices were available? What could have been the outcomes? These discussions help students expand their thinking to help broaden perspectives, see multiple options, and increase empathy. **4**. Students develop career decision tree/t-chart.

6C. Students analyze, synthesize, & evaluate the thinking process.

"I know how to identify problems and find creative and positive solutions to them."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	**1.** Students show curiosity in the learning environment. **2.** Students ask questions to find out more information.	**1.** Students participate in "think alouds" to help them process and listen often about the problem-solving process. **2.** Use of children's literature to provide students opportunities to problem-solve through story (See Social-Emotional Learning Educator Toolkit for a list of children's books).
Late Elementary (3-5 grade)	**1.** Students begin to develop hypothesis about problems in the learning environment. **2.** Students understand reflective thinking/learning. **3.** Students know how to use the problem-solving process.	**1.** Teach students how to develop a hypothesis and how a hypothesis helps in the critical thinking process. **2.** Teach students how to keep a reflective journal; reflective journaling. See reflective journal prompts **here** as a guide.
Middle School (6-8 grade)	**1.** Students begin to develop hypothesis for problems in their learning environment. **2.** Students regularly challenge current beliefs and mindsets, including their own. **3.** Students continue to use reflective thinking practices.	**1.** Reflective journaling. See reflective journal prompts **here** as a guide. **2.** Learning goals. Teach students to set individual growth mindset/ learning goals. To help students focus on learning goals, explain that these goals are stated positively and typically express one of these three items: ➤ I will learn to… ➤ I will be able to… ➤ I will succeed in… **3.** Utilize the KWL Strategy and use of exit tickets as formative evaluation.

		(See Appendix for additional details for KWL strategy and see **here** for exit ticket templates).
Early High School (9-10 grade)	**1.** Students focus on finding the best explanation rather than being right. **2.** Students ask thoughtful and reflective questions to seek more information to gain greater understanding. **3.** Students understand the importance of considering multiple viewpoints in the problem-solving process.	**1.** Teach and use the Thinking Aloud in Pairs for Problem Solving (TAPPS) strategy to increase students' skills in critical thinking and metacognition. See **here** for TAPPS guide. **2.** SWOT analysis (see Appendix for full description). 3. Provide students the opportunity to debate current events or historical events. Use a structured debate format. See the debate teaching guide **here** as one example.
Late High School (11-12 grade)	**1.** Students utilize critical thinking skills to make informed decisions based on options, rewards, risks, limits, and goals. **2.** Students apply self-corrective thinking. **3.** Students interpret data to appraise evidence and evaluate arguments through a strength-based lens.	**1.** Teach and use the Thinking Aloud in Pairs for Problem Solving (TAPPS) strategy to increase students' skills in critical thinking and metacognition. See **here** for TAPPS guide. **2.** Implement the reciprocal peer questions/peer group discussion. **3.** Use of FIP: First Important Priorities Exercise (See Appendix for more information/details).

7. Mindset

Mindset refers to the ability to demonstrate cognitive flexibility and a willingness to learn. Developing mindset is a critical learning skill for building perseverance, adaptability, self-discovery, resilience, and to be able to receive and give constructive feedback.

7A. Students demonstrate a willingness to learn, especially when faced with challenges or following a failure.

"I believe that if I give effort my abilities and learning will improve and I can learn from challenges and failures."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	**1.** Students seek support from an educator to help find ways to learn from mistakes. **2.** Students show excitement for learning.	**1.** Place growth mindset posters or other visual aids throughout the classroom to offer reminders throughout the school day. **2.** Talk about your own challenges/mistakes to model learning from mistakes; create a culture of celebrating mistakes in the classroom. **3.** Read children's books that have a growth mindset theme to reinforce the language and lessons being learned. (See the Social-Emotional Learning Educator Toolkit for a list of children's books.)
Late Elementary (3-5 grade)	**1.** Students understand their brains are malleable and that new neural connections are made when we learn new things from our mistakes (neuroplasticity). **2.** Students understand that mistakes are a part of the learning process.	**1.** Teach students about neuroplasticity and how brains develop through effort and learning. For information on neuroplasticity, find a great video to help teach your students about it **here**. **2.** Read children's books that have a growth mindset theme to reinforce the language and lessons being learned. (See the Social-Emotional Learning

		Educator Toolkit for a list of children's books.)
Middle School (6-8 grade)	**1.** Students persist despite if there are challenges or mistakes. **2.** Students view challenges/mistakes as an opportunity for learning. **3.** Students understand that learning from challenges increases the opportunity to change their brain.	**1.** Provide students multiple opportunities to make mistakes and learn from those mistakes. **2.** Create a classroom culture that celebrates mistakes because mistakes/failures only demonstrate an opportunity to learn. Talk about your own challenges/mistakes to model learning from mistakes; create a culture of celebrating mistakes in the classroom. **3.** Use formative assessments to provide multiple opportunities to give feedback and gain student input. Students can then learn from constructive feedback. Visit this **site** for more ideas.
Early High School (9-10 grade)	**1.** Students seek continuous ways to improve learning. **2.** Students view failure as an opportunity to learn and understand it is a cyclical process of small successes and there will be frequent mistakes.	**1.** Have students reflect about what they have learned from their mistakes/challenges and write about their work, or about a learning experience they are working on. **2.** Use formative assessments to provide multiple opportunities to give feedback and gain student input. Students can then learn from constructive feedback. Visit this **site** for more ideas.
Late High School (11-12 grade)	**1.** Students faced with failure/mistakes in hopes of finding new outcome. **2.** Students search for alternate strategies to overcome barriers and mistakes to achieve their goals.	**1.** Provide student choice in assignments and projects. It is important to vary by multiple intelligences and creative approach. **2.** Use formative assessments to provide multiple opportunities to give

	3. Students work to find challenges and value effort as a learning experience.	feedback and gain student input. Students can then learn from constructive feedback. Visit this **site** for more ideas.

7B. Student practices flexible and innovative thinking.

"I believe it is important to practice different strategies, show willingness to keep trying, and apply creative ideas."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	**1.** Students understand mistakes are a normal part of the learning process. **2.** Students begin to apply creative ideas and show enthusiasm for learning.	**1.** Promote divergent thinking: Practice divergent thinking exercises and games, such as, gather old and dated items that students may not recognize. For example, bring in an old dial-phone or CD player. Ask students if they know what this item is or was used for at one time. Then invite them to think how they could update this item to use today. **2.** Intentionally make a mistake and challenge students to find it.
Late Elementary (3-5 grade)	**1.** Students demonstrate ability to change mind when new information is gained. **2.** Students apply creative learning skills and strategies.	**1.** Promote divergent thinking: Practice divergent thinking exercises and games, such as, bringing in an item (box, cardboard rolls, etc.) and invite students to create something from these items. **2.** Retell a story or event from the point of view of another character. **3.** Intentionally make a mistake and challenge students to find it. **4.** Use collage art because it inspires cognitive flexibility.

Middle School (6-8 grade)	**1.** Students begin to develop hypothesis for problems in their learning environment. **2.** Students regularly challenge current beliefs and mindsets, including their own. **3.** Students continue to use reflective thinking practices.	**1.** Promote divergent thinking: Use divergent thinking exercises and practices, such as, take ordinary items in your classroom (paper clips, stapler, etc.) and ask students to come up with other uses for these items. **2.** Encourage students to use "Thought Sheets" when they have made a mistake or hurt another student's feelings (could even be if they have broken a classroom rule). This process encourages reflective thinking.
Early High School (9-10 grade)	**1.** Students practice multiple divergent thinking strategies. **2.** Students show effort and apply creative strategies demonstrating ability to change their mind.	**1.** Different perspectives: Encourage students to look at issues from multiple perspectives to stretch their thinking and encourage creative ways of thinking about a situation. **2.** Use Socratic Circles and Socratic questions. Use questions that may not have an "answer," such as, "what might happen if it always rained on Sundays?"
Late High School (11-12 grade)	**1.** Students apply creative strategies and novel approaches when faced with problems or learning tasks. **2.** Students focus and try multiple flexible and creative thinking strategies.	**1.** Different perspectives: Encourage students to look at issues from multiple perspectives to stretch their thinking and encourage creative ways of thinking about a situation. **2.** Use Socratic Circles and Socratic questions. Use questions that may not have an "answer," such as, "what might happen if it always rained on Sundays?"

7C. Students accept constructive feedback.

"I am trying to learn from the feedback that others give me."

Grade Level	Indicator	Strategies
Early Elementary (PK-2 grade)	**1.** Students begin to learn how to receive feedback from educators and use it for personal growth. **2.** Students are eager to make changes and work hard to correct the mistakes found from the feedback.	**1.** Use process praise language in the classroom. (See Social-Emotional Educator Toolkit for additional resources). **2.** Use **"Growth Mindset" oriented stickers** as feedback rather than check marks on papers or other types of stickers. **3.** One-on-one student-teacher conferencing to provide constructive feedback in a strength-based/growth mindset way provides time to meet with the student and discuss progress in a personalized manner.
Late Elementary (3-5 grade)	**1.** Students begin to ask questions when receiving feedback. **2.** Students engage in a guided discussion with the educator when receiving feedback. **3.** Students begin to discuss with peers about feedback received.	**1.** Use process praise language in the classroom (See example **here**). **2.** Provide students ready-made reflection/question tip sheet when meeting with you to use as a tool to guide discussion.
Middle School (6-8 grade)	**1.** Students are eager to return to working on a project or learning task and apply new strategy/different strategy based on lessons learned from feedback. **2.** Students engage in both giving and receiving feedback with peers because they understand feedback is an opportunity to seek growth and learning from others.	**1.** Use process praise language in the classroom. (See example **here**). **2.** Provide tools to students for peer processing of feedback.

Early High School (9-10 grade)	**1.** Students view feedback as 'data' that helps them learn. **2.** Students use feedback from themselves and others to revise and build on an idea.	**1.** Use process praise language in the classroom. (See example **here**). **2.** Students review learning journals and/or learning goals to reflect on progress and any barriers to achieving their goals--then make changes to their existing goals to reflect the learning from this process.
Late High School (11-12 grade)	**1.** Students approach making mistakes as an opportunity to receive feedback. **2.** Students view feedback as 'data' that helps them learn.	**1.** Use process praise language in the classroom. (See example **here**). **2.** Be specific when giving feedback; ensure the feedback is focused on the behavior, attitude, skill, or knowledge that needs to be improved upon and not the student. Question to ask: ➤ What learning needs to take place? ➤ What behavior, attitude, skill, or knowledge does the student need to focus on? **3.** Infuse a problem-solving approach to the constructive feedback process.

Appendix A: Social-Emotional Learning Competencies

3-2-1 Summary: [Critical Thinking]

➤ What are three ideas that have captured your attention from today's class?
➤ What are two questions that you are still thinking about related to these topics?
➤ What one thing will you remember long after this class is over?

Big Goals: [Critical Thinking]

The following assessment can be implemented with students as they begin to identify their learning strategies, personal and social strengths with regard to setting goals and self-assessment. See Below:

Big Goals
1. Completing a project successfully
2. Getting a summer job or part-time job
3. Being a peer tutor or peer mentor
4. Giving a speech
5. Becoming a volunteer (doing community service)
6. Improving grades in school
7. Joining organization or clubs

Daily Goals
1. Work completion
2. Talking to someone about what frustrates me
3. Staying focused on my assignments
4. Showing respect and compassion for others
5. Refocusing and getting back to work after a frustrating time
6. Helping another teacher or student
7. Contributing some ideas and suggestions to a conversation
8. Using positive language in describing a need or desireSelf-reflecting how my daily work and interactions will impact my big goal
9. Making adjustments on my learning goals to show I am learning from my mistakes

Body Sculpting—Using Theatre to Explore Important Ideas: [Critical Thinking]

Students are given time to consider their feelings on a thought-provoking abstract or concrete image. Next, they come up with words that describe their reactions—trapped, free, angry, joyful, etc. They are then paired up and one person is the sculptor, while the other is the "clay." The sculptor poses the clay into a form that artfully displays the word they wish to portray. Here are some guidelines:

1. Sculptors can either physically mold the "clay" or act as a mirror for them to show the "clay" the position/image they want.
2. Images can be concrete or abstract.
3. Sculptors must treat their clay with gentleness and respect (very important!).
4. There are no wrong answers; whatever image you get is fine.
5. All body sculpting must be done in silence.

Reference: www.facinghistory.org

Classroom Roles and Responsibilities: [Collaboration/Connection]

The below example can change as needed. It is presented as a guideline and gives ideas for exploring and adapting at <u>*all grade*</u> levels. These class responsibilities and roles are vitally important in secondary education as well, as we are providing opportunities for our students to experience co-leadership roles rather than being passive recipients of rules, lectures, and dispensed knowledge.

⇨ *Giver*
This student's responsibility is to give encouragement, affirmation, and acts of kindness throughout the day. The giver may use post-its, create signs, deliver spoken messages, or communicate hopefulness by any means.

⇨ *Storyteller*
Storytelling could take many forms, such as seeking books to share, or integrating vocabulary or content words into a story. Younger students might create a story with pictures. Older students could work with journal stories, writing, sharing, turning them into screenplays, or submitting them for publication. Your storyteller may develop an iMovie or blog for the class. He or she could create a class story with classmates' names and school projects, or weave any content into this context for learning standards or subject matter. The brain adheres to stories!

⇨ *Noticer*

This job is to notice what is going well and right. It is the antithesis to tattling or snitching.

⇨ *Kindness Keeper*

This student would record all of the kind acts performed throughout the day or week. The kindness keeper reflects on these kindnesses and shares with the class periodically.

⇨ *Resource Manager*

The resource manager suggests ideas, resources, or ways to solve a problem or locate information, either academically or behaviorally.

⇨ *Collaborator*

This is one role that could be assigned for acting outside the classroom. Maybe there is another teacher, staff member, or student in the school that needs an emotional, social, or cognitive boost? At department and all-staff meetings, the collaborator would share ideas that promote student-to-teacher or student-to-student relationships, or bridging in- and out-group biases that happen when we only perceive differences.

⇨ *Music Maker*

This role is one where music and/or a theme is selected each day for an SEL theme!

⇨ *Inspiring Video Clip Creator*

This student will intentionally select a video clip based on kindness, compassion, service, or self-reflection each day or each week.

Drum Circle Monologues: [Sensory Motor Integration]

➤ *Lesson Plan Created by* Barbara Schwartz-Betchet

Use a drum circle and provide opportunity for students to share a moment verbally & then have all participants share the beat of the leader.

Student will be exposed to the healing and communal qualities of the drum circle first. Each student will then get a chance to lead a rhythm after describing a difficult time in his/her life or expressing a diverse quality that they are proud of and would like to have others understand. All students in the drum circle will join the rhythm in an empathetic and cathartic understanding of each individual. The process builds community, empathy, creativity, and develops self awareness and positive energy.

Build: This activity is a cross-curricular activity and low-tech. Schools can use their desks, or may choose to use small child sized drums, others may choose to use drums on the iPad. Some schools have opted to make their own drums. Whichever way the students can take part, it will allow them to develop and increase their ability to express themselves (social emotional domain), learn & develop patterns (mathematics skills), create and share their experiences with one another (develop empathy), support one another through a shared experience (working as a team), increase vocabulary along with their pattern of story telling (Language Arts), and recognize leadership ability in oneself (self-efficacy and self-esteem building). Self-regulation would also be a possible use for this activity as it could be used for a child who is having difficulty in a situation and can be allowed to go to a corner or other quiet room with a counselor to express him/herself if necessary. The drum circle allows for students to connect personally and socially. Having all students join into the beat of the person telling the story signifies and symbolizes affirmation and understanding for the person telling the story. The steps for the drumming activity are as follows:

1. All students will take turns creating a rhythm which everyone will mimic. This develops a supportive environment from the beginning and also gets everyone involved.

2. To start the storytelling phase, it is best to begin with the teacher, a school counselor, or a respected older student. By doing so, it helps make this a safe experience and demonstrates the sharing of a personal story. Explain to students that everyone is welcome to share, but no one will be forced to share.

3. Remind students of the group agreement.

4. Invite everyone to share something special and/or unique about himself/herself.

5. After everyone has had a chance to share, individuals can then share, if comfortable, either a difficult period of time or a diverse quality about himself/herself that he/she is proud of and wants others to know about himself/herself.

6. Remind students again that no one will be forced to participate and always be respectful when people choose to share a personal part of their lives.

7. After everyone has shared that wants to do so within the drum circle, all students will work together to develop a group rhythm that supports all story tellers and can be used to de-escalate, calm participants, and honor the stories shared.

8. Closure can include everyone sharing a positive story, word, note, with the chosen group rhythm or a new upbeat rhythm.

Students Leading Drumming Circles

After continued use with the student group on a regular basis - once a week or twice a month - the students in the group can take the drumming circle to other classes to lead the drum circle monologues with younger children or others within the school. Students could lead the drumming circle monologue with older children if they feel confident, and with children in special education classes. Other forms of expression, such as art projects, and movement projects - dance, exercise, signing - that would enable stories to be told and shared across modalities is also encouraged.

Demonstrating Effectiveness

Data can be collected in the form of a student survey - simple picture ones for younger students using a smiley face, sad face, or neutral face to demonstrate if they enjoyed the experience, feel better, etc. Older students can be provided surveys with more detail asking about their experience and gathering information about social-emotional learning, connectedness, etc. Data can also be collected by the lead teacher or the school counselor by noting observation themes (e.g., who participated, the types of stories told, how long the stories were, etc.). Additionally, following the implementation of drum circles, data can be tracked to look for decreases in behavior referrals, increase in attendance, increase in achievement-related outcomes, etc.

*It is important to note if a particular student might need more time to speak one on one with a counselor based upon a story told or if a student appears to be frightened, escalated, or extremely disengaged.

Source:https://collaborate.teachersguild.org//challenge/empathy/ideate/drum-circle-monologues

Empathy Book Trailers [Resource offered by: Lorena Swetnam]: [Connection/Insight]

Create "*Walk In Their Shoes"* book trailers to share what they learned about what life is like for the main character in the story. To promote empathy through the use of the stories on our shelves, students that finish a book that they love can record a short book trailer sharing what it was like to walk in the shoes of the main character and what they learned. Student recommendations are the most powerful way to promote books in the library. Focusing the book trailer in this way will focus the attention on the experience of the character and will encourage more students to want to learn what it's like to "walk in the shoes" of that character.

- ➤ Empathy Book Trailers Resources Worksheet
- ➤ Empathy Book Trailers Video Pitch

First Important Priorities (FIP): [Critical Thinking]

Use FIP to narrow things down. Remember, not everything is equally important.

1. What are the things that have to be done first?
2. What are the things that are most important?

Inside Out Video Clip: [Connection/Critical Thinking]

Watch video clips of Bing Bong and his relationship with Riley from the film "Inside Out." Below are some questions that open the frontal lobe for connection, memory, and metacognition:

A. What or who was your Bing Bong? Could it be an object (like a blanket or teddy bear) or something abstract?

    i. What does Bing Bong symbolize?

    ii. Why is it important for Riley to let go of Bing Bong?

    iii. Why did Bing Bong jump off the wagon?

B. What makes it so sad for the audience (especially parents and adults) as we watch this part?

C. Do we really ever lose Bing Bong? Explain.

D. Do you have a core memory of an experience from your imagination? What is it like?

Islands of Self: [Insight]

Validation is an effective brain-aligned strategy that tells a student, "I hear you and I understand." Validating a child's or adolescent's feelings helps the student to "feel felt," which is integral to every student's emotional, social, and cognitive development. Below are examples of possible "islands of self," from past student work. The work, time, and reflection provides a snapshot into their worlds of beliefs, private logic, and sense of self prioritizing their interests, values, and areas of passion.

➤ People Island
➤ Laughing Island
➤ Scary Island
➤ Animal Island
➤ Intellectual Island
➤ Dancing Island
➤ Spiritual Island
➤ Not Good Enough Island
➤ Island of the Arts

Strategies to Develop Islands of Self

Ask students to identify and share their islands of self. As educators, we begin to model this activity by explaining to students that our islands are always changing based on our interests, passions, affirmations, experiences, relationships, and perceptions. Change is life, and much like real islands, our islands can grow healthier or diminish and weaken.

Create and display islands of self at the beginning of the year, explaining that these could change based on our experiences throughout the academic year (both in and out of school). This is a fabulous strategy for gathering perceptual data. The more students know about themselves, the stronger learners they are. Self-reflection and self-observation are the building blocks for cognitive and academic growth.

Creating *Islands of Self* is an activity for <u>all</u> ages and grade levels. As students begin to contrast differences and similarities, in and out of school, they are able to connect their learning to other content areas.

This activity also helps you get to know your students better. It provides students multiple opportunities to open-up, rather than a one-time "get to know you" activity during the first week of school. The islands can continuously be added to either daily or weekly. How many of our students would have an island of mistrust or an island of a broken heart? Now you may have the opportunity to know the answer to this question.

✓ *Other Optional Islands*
Create a **Future Island** and encourage students to imagine, innovate, and begin planning what social and emotional topography will be a part of this island. What aspirations do they have for their future? It can include college and career goals, dreams, and plans.
These islands could be integrated into language arts and history curricula, and of course, into personal narratives.
⇒ Consider teaching a history, biology, and geography lesson looking at changes in people, landforms, and our bodies, and how the environment and cultural shifts create and modify new islands of self.

✓ Create an **Island of Self Today** and encourage students to share all dimensions of their identity. What are their strengths, goals, plans? Who are their friends, family, and other very important people in their lives? What makes them happy? What is their biggest fear or worry? What is one or two strategies that helps them when they have this worry or fear? What do they do for fun? What is the best advice that anyone has ever given them? What do they wish someone knew about them? What do they think adults need to know about today's youth? How do they learn best? What do they like best about school? What would they like to change about school?

✓ <u>Other ideas to use with Islands of Self</u>
Islands of self could be compared to building mathematical operations and algorithms.
Islands of self could assist in developing a thesis and the foundations for nonfiction writing, science research, and the development of a hypothesis.

K-W-L: [Critical Thinking]

Graphic Organizer — Metacognition: Teaching students metacognitive strategies is vital. The K-W-L Graphic Organizer helps students reflect on what they want to know, what they already have learned, and what they still want to learn.

K What I Know	W What I Want To Learn	L What I Have Already Learned

"ME" Commercial: [Insight]

Create a "ME" Commercial. Each student writes a two- to three-minute television commercial. Topics could include:

➤ Why should you hire me
➤ What are my favorite things
➤ A little about me
➤ What you don't know about me
➤ My family history (cultural background)

The commercial depicts the student's characteristics, strengths, cultural world view, qualities, etc. After they work on their commercials, the students present their commercials to their peers and allow time for questions so the students can continue to learn more about each other.

Mirror-Mirror: [Connection/Insight]

Each student finds a partner. Instruct that the two students need to face each other and one will lead first while the second student becomes 'the mirror' for the first round. When one the lead student moves the 'mirror' student has to copy their movements and/or facial expressions exactly. Allow 1-2 minutes and then switch.

Observation of Nonverbal Communication: [Connection/Insight]

To increase student's ability to recognize nonverbal skills, especially emotional cues, it is important to practice reading body language. Invite them to select a public figure (politician, entertainer, musician, etc.) to watch and notice his/her nonverbal communication skills/style. What did the students learn? What might they want to try?

Other People's Views: [Critical Thinking]

Many critical thinking situations involve other people. What these other people think is just as much part of the situation as the factors, the consequences, the objectives, the outcome, etc.. How will their views, feelings, and viewpoints impact your decision? Even though they are in the same situation or facing the same problem, these people may have a different viewpoint/perspective. It is a very important part of critical thinking and decision-making to be able to understand how other people are thinking and feeling. This exercise can help develop these skills in students.

1. Write down all of the people that are being impacted by your decision and/or problem.
2. By each person's name, write down how you think this person would respond to the situation. How do you think they feel? What decision do you think they would make? How are you basing your decision—with what information?
3. When finished, find a partner, and discuss this process.

Process Questions

A. Is it easy to see other's viewpoints?
B. Whose point of view is right if two people differ?
C. If other people cannot see your point of view, does that bother you? How can you help communicate your point of view?
    i. Why is it important to see someone's point of view?

Power of Words: [Insight]

Establish specific guidelines for unacceptable language and behaviors. Explain to students that words can hurt despite that old saying, "Sticks and stones may break my bones but words may never hurt me." It is important to discuss the importance of how words may impact another person. Explain the words that you are "banning" from use in your classroom. You can also invite students to add to this list, having them explain why they are asking to add these words. It is important to engage in an open discussion and honest discussion when implementing this activity. Cultural responsiveness is a key component to this exercise—be sensitive to all perspectives yet it is important to reframe intolerant viewpoints to ensure your classroom is an accepting community for ALL students.

Potential words or phrases to ban:

a. "That's retarded"
b. "He's so gay"
c. "Illegal immigrant" (instead, use Unauthorized Immigrant)
d. "Illegal Alien" (instead, use Undocumented Immigrant)
e. "Illegals" (instead, use Migrant or Immigrant without papers)

Practicing with Sound: [Regulation]

Share and model voice activations through humming or sound variations as a regulatory strategy by placing our fingers on our vocal chords. Begin the day with a sound or class chant and feel the vibration of your vocal cords. This activity gives everyone a chance to participate and to see how we can mimic different animals, instruments, and random classroom sounds such as papers crinkling.

Problem-Solving Questions: [Critical Thinking]

As we identify problems, we need to analyze situations and reflect on options and solutions in responsible ways. Describe a need, a problem, or experience you would like to address. Next, use the following questions to work through the problem-solving process.

- ➤ What do you want?
- ➤ Do you have a plan?
- ➤ How can I help you?
- ➤ What are your resources?
- ➤ What feels difficult?
- ➤ What could be the best possible outcome?
- ➤ What is the worst thing that could happen?
- ➤ Is your interpretation really true?
- ➤ How do you know this?
- ➤ How does this situation affect others?
- ➤ What is a first step in improving this situation?

Rhythmic Movement-Drumming: [Sensory-Motor Integration]

Using paint sticks or drum sticks, the children mimic a rhythm from the leader in the circle. You can vary the drumming from soft to loud, slow to fast, and even move your bodies as you drum together. Paint sticks are a great option for this activity of rhythmic movements. Children can also listen to the beat of a piece of music. Then, using crayons or colored pencils, they can draw how they visualize and imagine the beat with colors, shapes, and different sizes.

Rhythmic Movement-Rocking: [Sensory-Motor Integration]

Rhythm is a part of our lives. Our hearts beat in rhythms, we sleep and live in rhythms, and even our breath has a cadence that can regulate our nervous systems. Many children and infants come to school without having consistent patterns of rhythmic attunement. Our bodies need rhythmic attunement and when this is missing, our sensory and motor systems, which develop through early childhood, are compromised. Children model the teacher as you rock along with your spine or sway back and forth to soft music or the sound of a quiet voice. These rocking exercises help the child to quiet down, stimulating the motor and sensory systems with movement and rhythmic breathing.

To further address the sensory and motor systems, these strategies and activities can calm the nervous system and help to organize the wide world of stimuli that enter into our brains each moment of the day through pressure, rhythms, movement, breath and art.

Smart Goal: [Critical-Thinking]

SMART goals help improve achievement and success. A SMART goal clarifies what is expected and the measures used to determine if the goal is achieved and successfully completed. The acronym is defined below (there are different variations of the SMART goal outlines).
- ✓ S: Specific (and Strategic)-Answers the question—Who? and What?
- ✓ M: Measurable-Answers the question—How? It applies to both the end result and the milestones along the way to attaining a goal.
- ✓ A: Attainable/Achievable-Needs to be doable.
- ✓ R: Realistic/Relevant/Resources-It is aligned with current tasks and projects and focus in one defined area; include the expected result.
- ✓ T: Timeline/Time-Oriented- Needs to have a clearly defined time-frame including a target or deadline date.

Below please find a sample template that you can use to help when working with students on goals. Click **here** for a PDF file of this handout and additional SMART goal templates.

MY PERSONAL SMART GOAL MAP

S

SPECIFIC

What EXACTLY do I want to achieve? *(Include the what, where, who, why)*

M

MEASURABLE

How will I know I have met my goal? How will I measure my progress?

A

ACHIEVABLE

What steps will I take to reach my goal?

Who will help me reach my goal? When will I check-in with this person?

R

RESOURCES

What skills will help me be successful? What resources do I have and what resources do I need to reach my goal?

T

TIME-ORIENTED

Goal completion for Check-in #1 by what date?

Goal completion for Check-in #2 by what date?

Goal completion for Check-in #3 by what date?

Created by Dr. Brandie Oliver, 2017

Stretching-1: [Sensory-Motor Integration]

Spread your feet slightly wider apart than your shoulders and point them straightforward. Roll onto the sides of your feet rolling them in the same direction. You should be on the outside of one foot and the inside of the other foot. Hold this position for a few seconds then sway the body in the opposite direction and invert your feet. Continue swaying back and forth like this very slowly 5-8 times in each direction. To end the exercise, shake out your feet.

1. Place one foot in front of you and put all your weight onto the front leg. The back leg is on the floor just for balance.
2. With the front - standing foot—raise up and down onto your toes, lifting your heal as high as possible then lower your foot to the floor.
3. Repeat coming up onto your toes and back down about 5-8 times depending on the strength and flexibility of your legs. If it becomes painful or begins to produce a burning sensation, then stop the exercise.
4. Come to a standing position on both legs and vigorously shake the leg you just exercised to eliminate any pain, burning or discomfort.
5. Repeat this same exercise with the other foot. When finished, vigorously shake your leg to relax the muscles.

Stretching-2: [Sensory-Motor Integration]

A second movement exercise

1. Keep your feet in the same position as the previous exercise.
2. Place your hands partly on the lower back and the buttocks to support the lower back.
3. Gently push your pelvis slightly forward so that there is a gentle bow in your lower back. You should feel a stretch at the front of your thigh. This exercise is not about arching the back but about pushing the pelvis forward so that the back naturally arches. This movement should be a gentle stretch according to your body's ability.
4. Gently twist at the hips (keeping the bowed position) looking behind you in one direction. Take three deep breaths.
5. Turn again from the hips in the opposite direction looking behind you (keeping the bowed position). Take three deep breaths.
6. Return to the forward position (holding the bowed position) and take three more deep breaths. To finish, release the bow and come back to a comfortable standing position.

SWOT Analysis: [Critical Thinking]

	Opportunities (External/Positive)	Threats (External/Negative)
Strengths (Internal/Positive)	**S** Strengths	**W** Weaknesses
Weaknesses) (Internal/Negative)	**O** Opportunities	**T** Threats

1. List the top three strengths
2. List the top three threats to success of program/project
3. List the top three opportunities
4. List the top three weaknesses

Wake Up the Singing Bowl: [Sensory-Motor Integration/Regulation]

A patterned, repetitive activity that works with the body's rhythms and senses is calming to a student's nervous system. The singing bowl can be a part of the morning circle time or built into other times of the day. First, ask the students to listen to the sound that the bowl creates. Next, instruct the students to place their fingers on their vocal chords (model and have them match you) and have them collectively try and match the sound of the singing bowl's tone. Following this step, ask the students to join you in three deep breaths. Take turns 'waking up' the bowl by matching the sound of increasing the breaths to five or six long inhales and exhales. You can also play the bowl and invite the students to close their eyes and listen to the tone until they no longer can hear it. When this happens, ask the students to raise their hands to let signal you (this lets you know they no longer can hear the singing bowl). Some children may be sensitive to these sounds, so it is important to pay close attention to each child's response and adjust this activity as needed. This focused attention practice using sound, breathing, and mimicry provide an excellent option for regulation and sensory-motor integration. Example of a "singing bowl" can found **here**.

Unhooks: [Connection/Regulation]

Unhooks are simple statements you can prepare ahead of time and practice. Statements to help you think about putting things back into perspective and preparing yourself to deal with the first feeling of conflict or stress and then work toward a solution.

A. Let it go

B. This too shall pass

C. It's not worth it

- I can handle this
- What did I do last time?
- I need to breathe

Word Wall of Sensations: [Sensory-Motor Integration]

Cold, prickly, edgy, smooth, glassy, fuzzy, jittery, weak, empty, full relaxed, calm, peaceful, flowing, spreading, strong, tight, tense, dizzy, fuzzy, blurry, numb, prickly, jumpy, tearful, goosebumpy, racing, tired, warm, hot, sweaty, twitchy, butterflies, stuck, soft, sharp, dull, itchy, shaky, trembly, tingly

Appendix B: Social-Emotional Learning
Glossary of Terms

Assertive communication: It can be defined as a person's attempt to convey his/her needs or wants while considering the needs and wants of other people.

Attunement: Attunement is the ability to sense the innermost thoughts and feelings of others-focusing attention on the internal state of another, not just the outward behavior.[5]

Critical-thinking: Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.[6]

Culturally Responsive Positive Behavior Interventions and Supports (CR-PBIS): CR-PBIS is a process-oriented framework aimed at restructuring school cultures through understanding and influencing interacting educational and sociopolitical processes reproducing the behavioral outcome disparities, the racialization of school discipline, and exclusion and marginalization of non-dominant students and families.[7]

Executive functioning: A set of processes that all have to do with managing oneself and one's resources in order to achieve a goal. It is an umbrella term for the neurologically-based skills involving mental control and self-regulation.

Educational Neuroscience: Refers to the general field of academic and scientific study of how the brain learns.

Equity: Each and every student gets what he or she needs to succeed in school, which includes supporting their individual social, emotional, behavioral, mental, and physical health. This differs from equality, which is defined by each and every students getting the same supports resources.

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[5] Siegel D. (1999). *Developing Mind*. Guilford Press, New York.
[6] What is Critical Thinking? (2018). Retrieved from http://louisville.edu/ideastoaction/about/criticalthinking/what
[7] Culturally Responsive Positive Behavioral Support Matters, Equity Matters: In Learning, for Life. Can be found at http://www.equityallianceatasu.org/sites/default/files/CRPBIS_Matters.pdf

Exit Ticket: A formative assessment technique to engage all students that asks a question at the end of class that provides the all-important evidence of student learning for the teacher. The exit ticket is a great *in class assessment* tool that can also help plan instruction. Teachers gain understanding of who knows what and if certain subjects need additional instruction time — something that can be lost when one or two consistent hand-raisers suggest learning proficiency for the entire classroom.[8]

Focused Attention Practice: Activities that develop the brain's ability to focus on one single object, like focusing on one's breath.

Labyrinth: A labyrinth is a unicursal (single) path to the center of the pattern where the person walking encounters no challenges and is not required to make any decisions.[9] Unlike mazes, which require constant decisions and can often lead to frustrating dead ends, labyrinths are one path to a center, turn around and take the same path out.[10] Labyrinths are thought to enhance right brain activity and doing one can also be fun, de-stressing, and has had noted health benefits for both adults and children.

Metacognition: Simply, it is thinking about one's thinking. Drilling down, it refers to the processes used to plan, monitor, and assess one's understanding and performance. Metacognition includes a critical awareness of a) one's thinking and learning and b) oneself as a thinker and learner.[11]

Mindset: It is the ability to demonstrate cognitive flexibility and a willingness to learn. A mental attitude that shapes our actions and our thoughts.[12]

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[8] Goodrich, K. (2012, September 05). Classroom Techniques: Formative Assessment Idea Number Two. Retrieved from https://www.nwea.org/blog/2012/classroom-techniques-formative-assessment-idea-number-two/

[9] Michels, B., Maxwell, D., & Chang, C. (2010). Labyrinths: Yesterday, Today and Tomorrow– Implications for Education. Critical Questions in Education Volume, 1(1), 26-39.

[10] Schlumph, H. (2000, September). Walk This Way. U.S. Catholic, 65, 49.

[11] Chick, N. (2018, May 07). Metacognition. Retrieved from https://cft.vanderbilt.edu/guides-sub-pages/metacognition/

[12] Meier, J. D., & Kropp, M. (2010). *Getting Results the Agile Way: A Personal Results System for Work and Life*. Bellevue, WA: Innovation Playhouse.

Multi-Tiered System of Supports (MTSS): Addressing academic, behavioral, and social-emotional learning in a fully integrated system of support. MTSS is a framework that many schools use to provide targeted support to struggling students. It focuses on the "whole child." MTSS supports academic growth and achievement, but it also supports many other areas. This includes behavior, social and emotional needs, and absenteeism.[13]

Neuroplasticity: The brain's ability to change, remodel and reorganize for purpose of better ability to adapt to new situations by forming new neural connections throughout life.

Positive Behavior Interventions and Supports (PBIS): PBIS is a multi-tiered prevention based framework. It emphasizes the establishment of organizational supports or systems that give school personnel capacity to use research-based interventions accurately and successfully. These supports include the following: team-based leadership, data-based decision-making, continuous monitoring of student behavior, regular universal screening, and effective on-going professional development and support.

Regulation: The ability to recognize and manage one's emotions. Emotional regulation refers to the processes by which we influences the emotions we have, when we have them, and how we experience and express them.[14]

Resilience: The process of adapting well in the face of adversity, trauma, tragedy, threats, or significant stress. It is the counterbalance of trauma.

Social-Emotional Learning (SEL): Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.[15]

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[13] Understood: for learning & attention issues, MTSS: What you need to know, Can be found at, https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/mtss-what-you-need-to-know

[14] Gross, J. J. (1998). The emerging field of emotion regulation: An integrative review. *Review of General Psychology*, *2*, 271–299.

[15] Collaborative for Academic, Social, and Emotional Learning. (2018). *What is SEL?*,Retrieved https://casel.org/what-is-sel/

Stress: Stress is the body's reaction to any change that requires an adjustment or response. The body reacts to these changes with physical, mental, and emotional responses. Stress is a <u>normal</u> part of life. You can experience stress from your environment, your body, and your thoughts. Even positive life changes such as a promotion, a first kiss or the birth of a child produce stress.[16]

Types of stress responses

POSITIVE

A normal and essential part of healthy development

EXAMPLES
*getting a vaccine,
first day of school*

TOLERABLE

Response to a more severe stressor, limited in duration

EXAMPLES
*loss of a loved one,
a broken bone*

TOXIC

Experiencing strong, frequent, and/or prolonged adversity

EXAMPLES
*physical or emotional abuse,
exposure to violence*

Stress-Behavior: The term to replace the use of describing "behavior" in our classrooms (i.e. "misbehavior" or "bad behavior"). This prompts us to focus on the root cause of stress-behavior or disengagement, which has to do with a student's ability to regulate their emotions in the face of stress and adversity. When we understand the root cause, we must then respond differently and move towards strategies that teach students how to manage their emotions and away from punishment.

Trauma: "Trauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or threatening and that has lasting adverse effects on the in dividual's functioning and physical, social, emotional, or spiritual well-being."[17]

Restorative Practices: Restorative Practices is a framework that centers around positive relationships for community building and restoring relationships when harm has occurred.

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[16] Cleveland Clinic, https://my.clevelandclinic.org/health/articles/11874-stress

[17] Substance Abuse and Mental Health Services Administration. SAMHSA News. (2014). *SAMHSA's Key Terms: Definitions.* Rockville, MD: Substance Abuse and Mental Health Services Administration. https://www.samhsa.gov/samhsaNewsLetter/Volume_22_Number_2/trauma_tip/key_terms.html

Self-efficacy: Self-efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments.[18]

Service-Learning: It combines learning goals and community service in ways that can enhance both student growth and the common good. In the words of the National Service Learning Clearinghouse, it is "a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities."

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[18] Bandura, A. (1997). Self-Efficacy: *The exercise of control.* New York, NY: W. H. Freeman.

Appendix C: Social-Emotional Learning Comparison Infographic

The infographic below outlines how the Indiana Social-Emotional Learning Competencies connect with CASEL's SEL standards.

Indiana Social-Emotional Learning Competencies

The inner circle represents the five core social-emotional learning competencies developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL). The visual is designed to illustrate how Indiana's Social-Emotional Learning Competencies complement CASEL's original work.

CONNECTION

Connection is the ability to have strong social awareness, giving students the ability to take the perspectives of others and empathize with people of diverse backgrounds and cultures.

INSIGHT

Insight is the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-esteem, and empathy for others. Insight helps students recognize their own strengths and areas of growth.

MINDSET

Indiana Specific

Mindset is the ability to demonstrate cognitive flexibility and a willingness to learn. Developing mindset is a critical learning skill for building perseverance, adaptability, self-discovery, resilience, and to be able to receive and give constructive feedback.

SOCIAL EMOTIONAL LEARNING

SELF-AWARENESS · SOCIAL-AWARENESS · SELF-MANAGEMENT · RESPONSIBLE DECISION-MAKING SKILLS · RELATIONSHIP SKILLS

COLLABORATION

Collaboration is the ability is to work well with others, including in the group and teamwork environment. Collaboration works to build positive communication and conflict management skills.

REGULATION

Regulation is the ability is to recognize and manage one's emotions. Regulation skills build positive self-control, positive self-discipline, and impulse control.

SENSORY-MOTOR INTEGRATION

Sensory-Motor is the ability to have body awareness and recognize sensations in the body. Gaining sensory-motor integration is an important skill for managing transitions, changing routines, increasing alertness for learning, and improving regulation.

CRITICAL-THINKING

Critical-thinking is the ability to make constructive choices and understand metacognitive strategies to enhance learning. Critical thinking skills build responsible decision-making, analytical and critical inquiry skills which are necessary to approach learning from an innovative, creative, multicultural, and ethical lens.

Created by Dr. Brandie Oliver, Butler University (2018)